

BY THE SAME AUTHOR

THE ORGANIZATION OF SCHOOL SOCIETIES
AND OTHER ACTIVITIES (Pitman)

THE YOUNG TEACHER'S HANDBOOK (Allen & Unwin)

DRAMA IN SCHOOL (Allman)

EXPERIMENTAL GARDEN SCIENCE (Warne)

FOR YOUNG PEOPLE

IN WORKSHOP AND FACTORY (Pitman)

FIFTY FAMOUS LIVES (Collins)

Editor of the following series

PATERNOSTER PLAYS (Allen & Unwin)

CAMEO PLAYS (Arnold)

YOUTH SERVICE SERIES (Arnold)

BROADCAST ECHOES (Arnold)

EDUCATION FOR LEISURE

WITH SPECIAL REFERENCE TO
THE SENIOR SCHOOL

GEORGE H. HOLROYD M.A.

With a Foreword by
PROFESSOR FRANK SMITH, M.A., B.Sc., Ph.D.
Professor of Education University of Leeds

E. J. ARNOLD & SON LTD.
LEEDS

E. J. ARNOLD & SON LTD.
GLASGOW LEEDS BELFAST

MACMILLAN & CO. LTD.
BOMBAY CALCUTTA MADRAS
MELBOURNE

FOREWORD

Mr. Holroyd's book discusses a problem which must receive increasing attention in our schools. His great advantage is that he writes of things he has done and seen done, and his book is rich in varied suggestions which are presented in a way that will convince his readers of their practicability. The limited activities of the schools of a generation ago are already replaced by more interesting occupations, but Mr. Holroyd has suggestions which go beyond what any school has done and therefore every teacher will find here new ideas for application.

Mr. Holroyd writes out of a deep conviction that our schools must play an increasingly important part in shaping and satisfying the deep individual interest of the pupils so that the activities begun in school may be continued in later years. Every teacher must feel the importance of securing more continuity between school and life and can be grateful to Mr. Holroyd for such clear direction to this end. I am grateful for the opportunity of commending the book to teachers and others who are concerned to make the schools a more efficient instrument of social well-being.

FRANK SMITH

DEPARTMENT OF EDUCATION
THE UNIVERSITY OF LEEDS

PREFACE

The approach to Education which I have briefly set forth in this book has exercised my thoughts for the last twenty years with a growing enthusiasm, as experiments have proved that the theory is supportable in practice. The narrow conception of vocational education, so commonly accepted in the early years of this century, dominating primary education, has fortunately very few adherents to-day. This was followed by a tame imitation of the academic Secondary School approach, until with the cry for practical education one found that many teachers were condemning any pursuit which did not involve handwork. Of more recent years one has heard much of education for leisure, and much has been written on the topic, most often in an obscure manner. It has been my endeavour to give practical suggestions as well as theories, which I hope will prove conducive to further experiment and thought. The book does not claim to be an exhaustive treatment. In *The Organization of School Societies and Other Activities* (1933), I endeavoured to give some practical details of one phase of the subject. The kindly reception given to this book, and my own feelings of its inadequacy, spurred me on to further consideration, and experiment, and to seek counsel from experts. I have been fortunate also in my work, which has been very varied, and has included five years as Head of an Evening Welfare Centre, Head of an Adult Institute, Boys' Club Work, etc., in addition to my day posts, as an Assistant in several Elementary Schools. Indulgent superiors have given me much encouragement, and liberty, which I have made use of to experiment.

So it comes that I am indebted to many friends to whom I wish to express my gratitude, especially to Professor Frank Smith, M.A., B.Sc., Ph.D., Miss P. Troughton, B.A., who has made most valuable suggestions, the Staff of the Department of Education in the University of Leeds, especially Dr. S. Curtis, M.A., Dr. Wynn Jones, M.A., Frank Mason, Esq., M.A., to Cyril Winn, Esq., Staff Inspector, Board of Education, whose kindly encouragement over many years has meant so much to me, to Thomas Boyce, Esq., M.A., B.Sc., Director of Education, Bradford, Philip Heap, Esq., M.A., Inspector of Schools, Leeds, Dr. Charles Hooper, L.R.A.M., Superintendent of Music, Bradford Education Committee, Edmund Priestley, Esq., B.Sc., L.R.A.M., Musical Adviser, West Riding Education Committee, Dr. Frank C. Thomas, M.A., M.Sc., and to many other friends too numerous to mention, but whose stimulating criticisms have been most valuable.

I have used material written in articles from time to time, and so I am indebted to the Editors of the following journals : *Schoolmaster*, *London Quarterly*, *New Era*, *Official Journal*, *Educational Handwork*, *The Boy*, *School Drama*. To all who have helped I here tender my grateful thanks.

GEORGE H. HOLROYD

LEEDS 1942

CONTENTS

	PAGE
FOREWORD	5
PREFACE	6
CONTENTS	7
SECTION I The case for the extension of pursuits calculated to foster interests which will help to fill leisure hours during adolescent and adult life with cultural pursuits. Education for a livelihood and education for living	9
SECTION II Present uses of leisure among youths and adults	21
SECTION III Details of practical help to various common interests calculated to foster life-time adherence	38
Chapter I The Organization of Co-Curricular Activities	38
,, 2 Art and Crafts	49
,, 3 Further Crafts: The Horticultural Society; The Camera Club and School Cinema; The Young Farmers' Club	65
,, 4 The School Press	78
,, 5 Language, Literature and Drama ..	83
,, 6 Music	105
,, 7 Science—Geography—History ..	118
,, 8 Travel and Camping	132
,, 9 Physical Activities	139
Note on Quiet Games	146
SECTION IV The preparatory work in the Junior School ..	148
SECTION V A brief description of the work among Youth by Voluntary Agencies. How much enthusiasm which is lost during adolescence might be sustained ..	152
INDEX	164

EDUCATION FOR LEISURE

SECTION I

THE CASE FOR THE EXTENSION OF PURSUITS CALCULATED TO FOSTER INTERESTS WHICH WILL HELP TO FILL LEISURE HOURS DURING ADOLESCENT AND ADULT LIFE WITH CULTURAL PURSUITS. EDUCATION FOR A LIVELIHOOD AND EDUCATION FOR LIVING.

The education of the child which is best suited to prepare him for a rich and full life must take into account the whole of his existence as an adult. It must consider his work, his leisure, and all his future activities. It must seek to improve environment by the demands of the individual through his tastes and desires. "The essential function of the school in this changing society is to teach pupils the art of self-education to be continued through life, so that they may attempt consciously to control, rather than be controlled by, the sum total of their environment : to give them a conviction that education is not merely a body of knowledge or special skills ; not a thing of schools, institutions or books alone, but a personal thing to be aided by institutions, books, people, environment, and experience, and to be practised in life itself, not in a special building erected for the purpose."¹

The amount of time spent by an adult in gainful occupation is growing shorter and, in consequence,

¹ *Education for a Changing Society*, W. H. Robinson.

his leisure is longer. The increasing mechanization of industry and many other factors, such as the decay of craftsmanship, all demand in their different implications that increasing study be given to the cultural and social conceptions of education. This aspect of the subject will receive more attention later.

The coming of the Great Society² has caused a hasty social structure to be erected. "We have many cultural features, but no culture. Our spiritual lands are cultivated here and there by specialists, but there seems to be no general programme. We accumulate without growing. We correct without adjusting. We as a society have a complex existence, but not a life."³ This is especially true of any education for leisure training in the past. The great advances made in some directions have not been accompanied by advances in other phases of man's development.

The child has to be educated both as an individual and as a harmonious unit of a community. "Among the broadening conceptions dominating modern education, none is more significant than that which recognizes the child as a social being, with claims beyond those met by a curriculum in ordinary academic studies."⁴

These two desiderata, individuality and social qualities, are complementary and both will together achieve that broadening of communal life and interests which is our goal. "The best forms of communal life will be fostered by an education which regards social activities as a medium for the development of the higher qualities of individuals, rather than as something to which the individual development must be subordinated. By grouping for some common

² *The Great Society*, as termed by Graham Wallas in his book of that title.

³ *Creating a Culture adapted to Modern Life*, p. 5, Goodwin Watson.

⁴ Dr. A. E. Ikin in Foreword to *The Organization of School Societies*

purpose a boy loses some of his individuality, but gains in his serviceability to his group."⁵

Many of our present academic subjects might be helpful in the child's education for life and leisure, but most often the teacher directs the child's thought and action, and there is created in the child's mind an unreal relation between his school and his life. On the other hand, one of the advantages of school societies, and kindred activities, is that they accord with the child's desires, and, although the child will not always realize it, his active participation will most often make for greater opportunities of really advancing his desire for education.

There is always the danger of a child's interests being limited and unbalanced if his natural inclinations only are followed, but surely we can learn from the school society something which will alter the usual academic approach of schools and teachers in the accepted "subjects." It is probable that the elementary school child of to-day suffers far more from too much instruction than from lack of teaching.

Many of the evils of the present day elementary school are directly traceable to the retention of bad traditions or to the scars left by those traditions. One example of the latter is the monotonous driving and testing due in part to the spirit of the iniquitous "payment by results," and still sustained by the device of the teacher for the success of his pupils in scholarship examinations.

It would be a wrong practice to divide all so-called "subjects of the curriculum" into two groups (a) those which help a child to earn a living and (b) those which help a child to use his leisure wisely. Yet this division is still regarded by many schools

⁵ Dr. A. E. Ikin in Foreword to *The Organization of School Societies*

and teachers, and the (b) division has very often been described as "frills" to be practised only when the essential (a) subjects have received a large share of the available time. Rather must we aim at the education of the whole man. " Whichever end you begin, labour, or leisure, science and art will bring you to the same result. If you begin with leisure, it will turn into labour when science traces it to its roots."⁶

There are certain elementary skills in every branch of knowledge taught in school to-day, which are necessary for everyday life, and which must be mastered by every pupil. Such processes as are part of elementary arithmetic, bills, household accounts, building society mortgages, insurances, savings, and the like, are certainly as necessary to a pupil as music or any recognized purely cultural subject: for these make for happiness and contentment in the material world without which concentration on cultural pursuits would be impossible. The question that arises is how far one must pursue the purely utilitarian aspect of any branch of knowledge. One wonders how much useless detail is taught.

Arithmetic, for example, is still being taught to "sharpen a boy's wits," a type of formal training difficult to justify, and in many schools useless ineffectual calculations waste valuable hours. Practice has almost always lagged behind theory and research in education. In other branches of knowledge one finds much factual uninteresting teaching, and children are so bored that they scarcely listen unless there are threats of a test and accompanying punishment for the inattentive. Poor methods of teaching,

⁶ *Education of the Whole Man*, p. 102, L. P. Jacks

especially the teaching on academic lines, and the poorer type of textbook are partly responsible. History teaching in the elementary schools has been far from the cultural subject it might have been. At one time it consisted of a list of dates (kings and battles), as Herbert Spencer bears witness in his essay on Education. With the swing of the pendulum it became a recital of social facts, and as dates were condemned the perplexed child heard of villeins and serfs, and had no idea whether they preceded or followed the Roundheads.

In many other subjects the same confusion of direction, or of the ultimate goal, still holds. Perhaps the word "subjects," and certainly the watertight division into subjects is unfortunate. L. P. Jacks describes subjects as "unco-ordinated chapters of knowledge."⁷ There is much truth in this description. Surely, as the child is of the world, he should first know about the world. In this, the natural correlation of the various branches of knowledge, termed subjects, is vitally necessary, but most often is non-existent. The Science expert, so often engrossed in the academic pursuit of his "subject," does not always see any connection between it and History or Geography. Often there is antagonism between the teachers of different subjects, and rarely a realization that all knowledge is a correlated whole. The child's reaction to this division of knowledge into subjects, to incessant teaching, and regimentation, must be what it is, a mild acquiescence in some subjects, and passive interest in others, and, occasionally, an enthusiasm for one branch of knowledge; which, to the exclusion of others, gives an unbalanced conception. "One of

⁷ *Education of the Whole Man*, p. 55, L. P. Jacks

the outstanding blemishes in our culture is that it is made up of patches. Taken as a whole it doesn't look as if it were meant to be anything. We have found something not quite right and hastened to remedy.”⁸

The Hellenic conception of education from which teachers of to-day have gained many valuable ideas in the direction of cultural education is very far removed from the elementary school of to-day. The latter might be described as a retail shop for parcels of unrelated knowledge. School to the ordinary working man is still a place for children, an institution which tradition has taught him is the accepted place for his child from 5 to 14 years of age. It has little connection, in his mind, with adult life and is regarded with tolerance rather than enthusiasm. He has realized that a school can give but little training for a specific job, and of its function as a training for better living he has no conception. School is still regarded as an institution belonging essentially to childhood, and which develops lines of interest and ways of thought frequently unlike those of the community outside the school walls.

No thoughtful educationalist to-day will maintain that the elementary school can, or should, prepare a child for a specific job in the commercial or industrial world. This narrow conception of vocational education, popular at the beginning of the century, must give way to a vocational training on the widest basis which regards life as a vocation and not merely a livelihood as the whole of life. Even the employers who gave evidence before the Hadow Committee made no demand for narrow vocational training, but looked for qualities which

⁸ *Creating a Culture adapted to Modern Life*, p. 14, Goodwin Watson 1932

are certainly an undisputed advantage for those who desire to see education take on a more cultural and practical creative basis. The qualities they looked for were intelligence, habits of careful observation, accuracy in carrying out simple instructions, receptivity of mind, adaptability and resourcefulness.

Education in the elementary school is often very formal. Facts, tests and the severely materialistic outlook of a teacher who talks incessantly of "getting down to brass tacks," preclude the real cultural value of a branch of knowledge from being appreciated by the children. On the other hand there are some teachers at the other extreme who ardently desire to improve the experience of the children, but who have, as Richards writes, "made attempts to fit Beauty into neat pigeon holes with feeling,"⁹ which have led to calamitous results. There must be a realization of the cultural values of knowledge by the teachers before these values can be achieved.

Let us examine the psychological aspect of education for leisure among children. This conception of education will embrace the cultural aim in many of the subjects of the school curriculum. School societies, and various activities, will also cater for the children's leisure and life. The absence of compulsion will immediately make a subject more desirable; but that is only one aspect. Generally a dislike for any subject is due to an imperfect understanding. Children dislike anything they cannot do, or which they cannot understand, and this can often be traced to an absence from school, or a traditional dislike engendered by foolish statements by older people who themselves fail to understand. How often does one hear children say "Grammar is

⁹ *Principles of Literary Criticism*, p. 12, I. A. Richards

a very hard subject. No one likes it." Often the teacher is not free from blame, for a child will tackle something difficult, and will even relish a struggle if he can see the purpose in it, and is urged by a powerful incentive.

A feeling of inferiority is the result of failure to understand, or inability to practise, any pursuit. School societies, membership of which is voluntary, give children the opportunity to practise something which they feel they can do. This "compensation" may create confidence, which possibly will spread to other school activities and branches of knowledge. Children in the schools, without voluntary societies for these pursuits, find themselves branded as dull, and are either bullied or ignored, and their inferiority feeling ultimately becomes habitual. This can rarely happen in a school which is a hive of activities.

The twenty-four hours of a working man's life are at present roughly divided into eight hours' sleep, seven hours' work for his livelihood, and seven hours' leisure (including weekends). Two hours allowed for eating, dressing, toilet, etc., complete the day. Now the seven hours' leisure does not take place only after a day's work in the factory or office. Some is spent in journeying to and from his place of business. During those seven hours' leisure he is capable of useful and satisfying thought and action, but only if his training has given the knowledge and desire. This same training will also create the alert mind necessary for the business of earning a livelihood. In his youth this alert mind, if *achieved*, will cause him to seek out further specialized knowledge for his calling at the Evening Institute or Technical College. When he reaches manhood, however, and has realized his ambition, there is still the problem

of his leisure. Hence the importance of fostering those interests calculated to help to fill his leisure hours with cultural and creative activities, which incidentally often provide a man with a means of livelihood.

“ Men have been taught how to make money but not how to spend it They have been taught how to work but not how to play.”¹⁰

There is much truth in these statements. In the worst type of elementary school, children are so disciplined through fear, that in consequence they become docile workmen, and if play means the intelligent use of leisure they have not been taught to play.

This type of docile workman is not often a man with initiative, resourcefulness and adaptability. The old adage that “ a man who uses his leisure wisely is usually a good workman,” has truth in it.

The growing mechanization of industry, and the decay of craftsmanship calls for some ameliorative measure. One must not assume that the actual number of craftsmen shows a tremendous decline in recent years, but rather the percentage. Mass production has come to stay, and will increase, with its resultant decay of individual craftsmanship, its monotony, and its lack of ability to satisfy a man’s creative nature. Compensation may be given him through a useful hobby, which cannot be started too early in life.

If, therefore, cultural pursuits can do much for the complete education, then there is a good case for their extension. As a complement to this there must be a case for the limitation of purely utilitarian aspects of the various branches of knowledge.

¹⁰ *The Threat of Leisure*, p. 85, Dr. George Barton Cutten.

The minimum amount of utilitarian knowledge will vary from time to time and will probably tend to increase as life becomes more complex. This points to the fact that we must guard against the inclusion of any non-cultural aspect of a subject which has no utilitarian value.

A human being is not a static receptacle into which knowledge can be poured. He is a changing creative being. Nature fitted him for emergencies and adventures. A new culture which will enable man throughout life to meet challenging opportunities is desired.

“ Increase in the number of things one can be and do with oneself means increase in risk and responsibility. When an elder son had no choice but the father’s footsteps, the envied lot was that of the younger son who had nothing but the world of adventure before him. No small part of the rebellion against school is that it is too monotonously easy to acquire that which is thought of as an education.”¹¹

Now in the pursuit of cultural values and of an education which will help leisure hours to be wisely spent great help is given by school societies. One of the values of school societies often overlooked is the training in responsibility, in leadership, and in the conduct of the affairs of group activities, such as committees, orderly procedure, and so on. Large numbers of children are given some responsibility which will not only secure their interest but their active co-operation and enthusiasm. Once you have made a child enthusiastic for any feature of school life you have started him on the way of benefiting from school.

The ideal school can never close its doors every

¹¹ *Creating a Culture adapted to Modern Life*, p. 40, Goodwin Watson.

day at 4 o'clock. It can never turn its scholars adrift, and tear out the roots of their school connection when they reach school-leaving age. It should never be indifferent to the fate of its members. Our ideal school would continue the groups and societies for various age groups and broaden the basis of interests as the members grow older. Many of our adult societies and activities would not be able to "hold a candle" to the diverse interests of our ideal school, where social activities would bring together people with differing tastes and interests. Very few adult societies welcome members between 15 or 21 years of age, and there is an urgent need for something to be done in this direction. In brief, our ideal school will be a cultural community of people of all ages and interests whose value to society will be very great, and to the members themselves an inestimable boon, enabling and encouraging them really to live.

The appointment at our Universities and Training Colleges of Professors and Lecturers in Social Education would be of great value, and it is hoped that the time is not very far distant when such appointments will be usual. It is to be regretted that very few teachers receive help in this subject during their training.

SECTION I REFERENCES

EDUCATION FOR A CHANGING SOCIETY

A paper read before the Education Section of the British Association, 1938.
Published in *The School Government Chronicle*, London, November, 1938

CREATING A CULTURE ADAPTED TO MODERN LIFE

Goodwin Watson. New Education Fellowship, London 1932

THE ORGANIZATION OF SCHOOL SOCIETIES

G. H. Holroyd. Foreword A. E. Ikin, London 1933

THE EDUCATION OF THE WHOLE MAN

L. P. Jacks, London 1931

THE PRINCIPLES OF LITERARY CRITICISM

I. A. Richards, London 1934

THE THREAT OF LEISURE

Dr. Geo. Barton Cutten, Yale University Press, U.S.A. 1926

WORKS CONSULTED BUT NOT SPECIFICALLY QUOTED

DEMOCRACY AND EDUCATION J. Dewey, London 1935

EDUCATION, ITS DATA and FIRST PRINCIPLES T. P. Nunn, London 1920

HADOW REPORT (EDUCATION OF THE ADOLESCENT)

SPENS REPORT, 1938

HUMANISM IN THE CONTINUATION SCHOOL Dover Wilson

THE GREAT SOCIETY Graham Wallas, London 1914

PRINCIPLES OF CLASS TEACHING

Frank Smith and A. S. Harrison, London 1937

THE EDUCATION OF CHILDREN—Alfred Adler, London 1930

EDUCATING FOR DEMOCRACY

Cohen and Travers, London 1939

AN INTRODUCTION TO THE THEORY and PRACTICE OF PSYCHOLOGY—Li. Wynn Jones, London 1934

SOCIAL THEORY

G. D. H. Cole, London 1920

SECTION II

PRESENT USES OF LEISURE AMONG YOUTHS AND ADULTS

An investigation into the present uses of leisure among the working classes, by which I mean the ex-elementary school scholar, reveals a few worthy pursuits by a very limited number of people. By the vast majority, however, much time and energy is wasted on pursuits which cannot be termed cultural, or even useful to themselves, or the community. The principal pre-occupation of the majority in their leisure time would seem to be concerned with :—

- 1 The public house
- 2 The Cinema
- 3 Gambling
- 4 Travel—hiking and cycling
- 5 Reading
- 6 The Newspaper
- 7 Speculation and conversation
- 8 Sports and physical culture
- 9 Hobbies and cultural pursuits
- 10 Listening to radio

It is impossible to estimate the number of hours spent in the public house, but in view of the amount of money spent, and the lengthy period which it would be possible to spend over each glass, the time must be considerable. The amount spent on alcoholic liquor in Great Britain has increased during

the five years 1934-8, but this increase may be due, in part, to the increased cost.

Year	£	million
1934	..	229.0
1935	..	237.7
1936	..	246.3
1937	..	259.4
1938	..	257.1 ¹

As a comparison with the amount the citizens spend on liquor one might mention the amount spent on education by local authorities in England and Wales in 1938. This amount was 67.6 million pounds.² It is difficult to understand the lure of the public house, but probably one of the following will be the reason why the majority spend their evenings there—

- 1 Sociability. The desire to meet their fellows of similar likes and dislikes for conversation.
- 2 Alcoholic stimulant. The fact that to many men it gives mild exhilaration, and escape from realities.
- 3 Comparative warmth and comfort for people whose homes are comfortless.
- 4 Tradition

We must ask ourselves if these four reasons are inter-dependent, and if the public house is the exclusive purveyor of these "amenities." It would seem with adults that 1 and 2 are often inter-dependent, but with young people one might dispense sociability without alcoholic stimulant. In this the training given by school societies, and other co-curricular activities will be helpful, but this help will be described later. With regard to the question

¹Figures assessed by The United Kingdom Alliance, and supplied by Statistics Department, Board of Trade, 1940.

²Education in 1938, Board of Education 1939.

of comfort which certainly does cause some people to spend their evenings in the public house, much can be done in training both girls and boys in the love of the beautiful, and in the care, maintenance, and creation of a real home, so that there is no need to go out for comfort. The remaining question is, can we provide a mental stimulant as satisfying as a liquid one. We can certainly provide a means of escape from monotony and boredom, and, as I suspect that the liquid means is an acquired taste born of long habit, with our young people, therefore, we have a chance.

Cinema-going is considered by the majority of people as a respectable harmless pursuit. On the other hand, the cinema cannot be regarded as an adequate compensation³ for a monotonous job in a mass production factory, nor can it give creative opportunities to the man whose employment will certainly not give them. As mass production will most certainly increase rapidly in the near future, the time is not very far distant when almost all our industrial workers will work under those conditions. As with most commercialized leisure pursuits the cinema panders to public taste at a low level. Further, public taste being what it is, i.e.: loving the sensational, we find that many of the films exhibited, like the popular newspapers, have a sensational slant. Out of 115 films analysed,⁴ much anti-social behaviour was found, and very often portrayed, so that the audience might feel a sympathy for the unfortunate wrong-doer. 35 films had "illicit love as a major goal"; 449 crimes were attempted or committed, and 84% contained one or more crimes. Of the crimes

³ Compensation in the spirit of Adler's Psychology.

⁴ *The Problem of Leisure*, p. 130, H. Durant, quoting Dr. Dale contributing to *Motion Pictures and Youth*, New York.

committed, murder was the most prevalent, accounting for 100 out of 449 crimes attempted or committed. A rather significant note from *The Kinematograph Year Book* 1935 is quoted by Durant—"The title of the film 'Voltaire' has been altered to 'The Affairs of Voltaire'."⁵ Such are very briefly some of the types of films both children and adults spend their leisure time seeing. Even the news reels are very often tainted with this sensational angle, and while documentaries, and travel films, are occasionally shown they have to be short to be acceptable. There are, from time to time, films issued which are great artistic achievements, and which do definitely help us to understand our best literature. Unfortunately, there is a tendency, even with the best of literature, for the producer to alter the presentation of a book so as to make it valueless as an aid to literary appreciation. The cinema is increasing in popularity, and the number of cinemas is also increasing. "During the five years ended October, 1937, 890 cinemas were built with a seating accommodation of one million. In 1934 eighteen and a half million attendance per week was the average, bringing in an annual revenue of £41 millions."⁶ These figures, reduced to percentages, equal 41% of the population, and an average annual expenditure of £2 4s. 3d. per head.

Another more iniquitous form of leisure pursuit allowed by the State in some of its forms, and suppressed by the State in other forms with a total lack of consistency, is gambling. Racing and gambling seem complementary, but gambling in its various forms has an annual turnover exceeding £350 millions.

⁵ *The Problem of Leisure*, H. Durant.

⁶ *The Problem of Leisure*, p. 112, H. Durant.

“ The details of this total, which does not include street bookmaking, and which must be considerable, are as follows :—⁷

					millions
Horse Racing	..	..	..	..	£ 250
Greyhound betting	..	..	..	..	50
Football betting	..	..	..	..	30
Lotteries, Automatic Gambling Machines					20
					—
Spent on gambling					£350
					—

This figure is five times as great as the amount spent on education. The most disturbing factor is that gambling is on the increase, and that some forms of gambling, such as Football Pools, are becoming so popular as to be openly indulged in by people who would regard other forms of betting as immoral. It has been estimated that 40% of the population indulged in this pastime weekly in 1938.⁸ One might well ask why do people gamble, and what can a child's education do to eliminate the desire. Working-class people gamble for many reasons, chief among which are—

- 1 Escape, by exhilaration, excitement, etc.
- 2 Desire to gain money, to purchase or finance excursions into other forms of commercial amusement, or to improve their environment.

The first desire can be catered for, and the second can be eliminated by increasing the cultural life of the citizen so as to make him reject the worst forms of commercialized amusement as not being sufficiently satisfying. In practice it must be admitted that the task is very difficult. The State might enact legislation to protect the public from this exploitation,

⁷ *The Problem of Leisure*, p. 158, H. Durant.

⁸ *The Problem of Leisure*, p. 181, H. Durant.

but fears for the liberty of the individual will always be expressed in many circles. It should not be forgotten, too, that gambling ousts other and better forms of activity. There is no doubt, however, that gambling is a serious menace, especially to youth.

"The heart of the matter is whether this is an evil serious enough to justify the State in protecting the people against participation in it. Gambling is a menace because it encourages the most anti-social of all beliefs, namely, that it is worth getting something for nothing. If two people lose a few shillings to two friends at bridge there may be no intrinsic harm ; if you, or I, put a shilling on the pools it may do us no harm if we lose, or even if we win, which is much more dangerous. But if the habit encourages the nation at large, and the young in particular, to wish to get rich quickly, to have a fling in the desire to win a large unearned return, then it saps the foundation of society. As one worker among young men and boys has put it : 'The pools have created a new and formidable army of believers in chance.' Admittedly there is the element of chance in all mundane affairs, good and bad chance, but the basis of right social conduct is the law of cause and effect, which economically is expressed in payment for work done and service rendered. Our system of values in this respect may be shamefully warped, and society may be so muddled that millions who want to work cannot, but the remedy is not to be found by the exploitation of chance.

Many who bet on the pools do so knowing that there is no reasonable chance of winning, that mathematically the odds are overwhelmingly against them. But the majority, even if that relevant thought is in their minds, know also that somebody must win,

and it might be they. The publicity system of the scheme is not slow to advertise the fact that there was a lucky draw last week by someone in your town. Desire for gain is ultimately the motive of every entrant, and for those in sorest need the hope of buying happiness for sixpence is over-powering.”⁹

The question which naturally arises is what can be substituted of a wholesome nature to oust gambling, which is admittedly evil. This is a grave problem, but it might be, that the solution can be found in healthy rivalry and competition in creative or cultural work.

One of the encouraging signs of recent years has been the growth of walking and cycling, particularly of course among the younger able-bodied adults. The advent of the cheap car, and of cheap rail and motor transport has encouraged travel. Further the establishment of Youth Hostels has helped in the provision of cheap accommodation. The Youth Hostels Association has now a membership of 80,000, while the Cyclists' Touring Club, which compiles a list of inspected cheap accommodation has a membership of 38,000. A good feature of the Youth Hostels Association is that its membership is very democratic. “A rough estimate of occupational membership puts one-third as manual workers, one-half of the ‘blackcoat’ group, and the remaining fraction as of the student university type.”¹⁰ This meeting of people from diverse occupations is always a valuable experience for all concerned. There is little doubt that this journeying could be a much richer and more stimulating experience if those taking part had a love of nature through knowledge

⁹ *The Needs of Youth*, p. 260-1, A. E. Morgan.

¹⁰ *The New Survey of London Life and Labour*, Vol. IX, p. 21.

and training, an appreciation of architecture and fine building, and above all, a trained and 'seeing' eye. These can be engendered in young people, and so make 'hiking' or cycling a fine experience. Further mention of these pursuits will be made later.

The growth of libraries and of reading has been a heartening fact to all those who desire the well-being of their fellows. Like all other pursuits appearing to have a growing popularity, this has been the subject of commercial attention, but the results would not at present seem at all undesirable. This marked increase in reading would be more gratifying if the standard of literary taste were higher. Fiction, particularly crime fiction, is by far the most popular form of literature.

The books borrowed from Public Libraries in Great Britain and Northern Ireland are as follows—

1931-1932*	Books borrowed	169,954,704
1934-1935	" "	207,982,342
1938-1939	" "	247,332,098

The most recent figures average out to five books per head. When one takes into account the number of very young children, and of non-members, the result is not displeasing.

It would be very helpful if we had statistics giving figures for classified fiction, and although one can find from publishers just which novels have been "best sellers" this would not necessarily indicate the level of the average reader. Similarly the law of averages does not give a really true picture, for thousands of people never read a book at all, but read only the newspaper. As the library records indicate, however, book reading is on the increase; and the schools can claim some credit. On the other hand one is bound to admit that many teachers

* Figures supplied by The Library Association.

destroy any chance of creating book-lovers. In this they are aided and abetted in the Secondary School by the pressure of external examinations.

An interesting survey (Gallup Survey of Reading Habits) was recently undertaken by The British Institute of Public Opinion, and these are some of the conclusions arrived at: "First, the interviewers asked the question, 'Do you find time to read books?'

"Of the representative cross-section of the adult public (over 21 years of age) questioned, 62 per cent representative of some 19,840,000 people, said that they read books.

"The remaining 38 per cent, representing some 12,160,000 people, said that they never read books. The interviewers discovered that men out-number women as readers by a margin of 4 per cent.

"Young people out-number middle-aged people by a margin of 12 per cent, and middle-aged people out-number elderly people (50 and over) by 10 per cent.

"Seventy-five per cent of people in the higher income group read books as compared with 58 per cent in the lower income group.

"In reply to a question as to how they came by the last book they read—

35 per cent said from a Public Library

20 per cent said from a 2d. Shop Library

9 per cent said from a Subscription Library

21 per cent borrowed the last book they read

15 per cent bought it.

• "Nearly twice as many men as women buy books, but nearly twice as many women as men patronize 2d. shop libraries.

"The comparatively high percentage of people who

said that they bought books (15 per cent) led interviewers to the conclusion that some of those questioned included magazines and periodicals in their definition of a book.”¹¹

It is interesting to note that we apparently read more than the average American according to figures given by L. P. Jacks :—

“Annual expenditure on books 200 million dollars. Annual expenditure on pleasure cars 3000 million dollars. On an average an American buys two books and borrows two per year.”¹² Other interesting comparisons are also given—

On movies are spent 22 times as much as on books.

„ sweets „ 27 „ „ „ „
„ wireless „ 12½ „ „ „ „

A very large proportion read the newspapers, in fact, almost every adult reads a newspaper, for those who cannot buy most often patronize the local reading room. The papers with the largest circulation are, however, those which incline most to sensationalism. The advertisements which must be read by a large proportion—or the advertisers would cease to advertise—throw some light on the thoughts and habits of the readers. The average percentages of space accorded to advertisements in the popular Sunday press, taken over a period of three months are as follows—

Goods	Patent Medicines	Furniture mostly H.P.	Football Pools and Gambling	Dress	Hobbies Gardening
Percentages	24	14.3	10.5	10.1	10

Goods	Cosmetics and Aids to Beauty	Drink, Food, Sweets	Jewellery	Miscellaneous
Percentages	9.3	9.2	1.3	11.0

¹¹ Extract from *The Bookseller*, 21st March, 1940.

¹² *Education of the Whole Man*, pp. 111-112, L. P. Jacks.

The fact that Gardening has such a place is heartening. Scheming and planning, encouraged by the reading of catalogues, can be classed as desirable creative thought. Such a designation could hardly be given to evenings spent with football pool literature.

It would be a very difficult task to hazard a figure as to the average time spent by the average man in conversation during his leisure. Conversation can be inspiring and educative, but there is little doubt that in those places where a large proportion of our people assemble, namely the public house, the cafe, and the dance hall, it is not usual. In political meetings where often there is much verbiage there is usually displayed much ignorance. What do men and women talk about? No eavesdropper in the interests of research has ever made a wide survey. From repute, men spend much of their conversation discussing (1) sport, (2) politics, and (3) hobbies (in that order of sequence), while women discuss (1) other people, (2) clothes, (3) domestic troubles, while both sexes indulge themselves, conversationally, in their ailments, imagined and real. This latter would seem to be borne out by the space devoted to the advertisements for patent medicines, and the frequency and popularity of music hall jokes on the subject. Much conversation one overhears is ill-informed and trite. This colourless conversation is again reflected in our letter-writing, which is reputed to be of the dullest.

Interest in sport is something about which many Englishmen boast, and hold to be the *sine qua non* of an Englishman. This will make him spend his free afternoon in winter standing on some uncomfortable wind-swept grandstand, shouting himself hoarse at a football match, or, on a broiling summer's afternoon, sitting for hours on an uncomfortable form watching a

cricket match. Tradition has something to do with this, and reading Neville Cardus on *Cricket*, one might allow that the latter activity has some pleasurable attributes. Thousands will spend evenings in most uncomfortable surroundings watching a few dogs chase a mechanical hare round an arena. One may well ask why men should thus congregate when the country about them remains unexplored, when their own gardens are neglected, and when, in winter, their own firesides are comfortable, and a wealth of the best literature is available. One can only assume that there is insufficient imagination to interpret a walk, or a book, or a garden, into an adventure.

“ The total number of spectators at Association Football Games during the season is between 40 and 48 millions. These people pay more than two million pounds admission money. It has been calculated that further sums of at least £250,000 each is paid in gate-money at the other two major football sports, Rugby Union and Rugby League.”¹³

Much money and attention has been devoted to Physical Training ; in fact many educationalists are of the opinion that too much emphasis has been placed on this type of development. It is perhaps too early to measure results, but if the net result is to create larger audiences at football matches, and increase the circulation of football papers, then it is of little value. The fact that the number of amateur teams in most sports has not increased during the last ten years is regrettable. The growth in number of classes for youths and adults during the last few years is, however, an encouraging sign. Possibly it is too early yet to see clearly the results of the recent attention to Physical Culture.

¹³ *The Problem of Leisure*, pp. 155-156, H. Durant.

One of the most praiseworthy increases in physical and mental forms of leisure pursuits has been the increase in the hobby of home gardening. This is shown by the growth in number and circulation of the journals for amateur gardeners, and by the growth of the horticultural trade. There is room for much extension, and this is often very evident if one takes a walk round some of our municipal housing estates. Municipal authorities often encourage home gardening in their housing estates by the award of prizes, and some make continued tenancy conditional upon a "tidy" garden. That a good garden is the result of good taste, perhaps even a glimpse into the meaning of beauty, will hardly be disputed, and yet in many of our modern housing estates there is little in the immediate environment to suggest beauty. Drab houses, all built to a pattern, with concrete paths, and the prominently displayed dust-bin, call for enlightened effort on the part of the amateur gardener to overcome the ugly efforts of his landlord. If many of the people whose gardens remained an eyesore were asked why their gardens were so, most of them would probably answer that they had no idea how to begin. Enthusiasm for, and a delight in, the practical work is necessary, in the achieving of this leisure problem. Knowledge alone is not going to make our future citizens take an interest in gardening. The moral of which is that every school should have its garden, even in the centre of a city, and that gardening should be taught to both boys and girls.

• The only other leisure pursuit which gives physical recreation to large numbers of people is "hiking", whether on foot or on cycle. The growth of youth hostels has done much to make this possible, and

now there are few districts where week-end excursions are not possible. To offset this as a physical pursuit one has to contend with the growth of the number of motor-cars and motor-cycles. The fact that motoring will come within the ambit of smaller purses each year will tend to restrict walking and cycling.

Among the other cultural pursuits which attract some of our citizens, mention must be made of dramatics. The number of dramatic societies in the country is legion, and many of them are doing good work. The British Drama League, which has done much to foster the formation of local dramatic societies, gives the following figures—

Number of Amateur Dramatic Societies affiliated to The British Drama League—		
1937	..	2,756
1938	..	2,814
1939	..	2,910*

This shows a gradual growth. The League estimated the number of amateur societies throughout the country in 1939 as being between forty and fifty thousand. Assuming an average of 20 members per society, we may deduce at a conservative estimate that one person in five hundred is an active member.

There are probably almost as many societies not included in the above figures, and belonging to no national organization. A liberal estimate of the adult societies gives a total membership of 0.1 per cent of our population. While there are many societies doing excellent work there are innumerable societies which take dramatic work as one of their many activities, for example, the Scouts and Rovers, Girls' Friendly Societies, and Church Societies. Many of the latter's dramatic efforts, as well as some of the former's, are

* Supplied by The British Drama League.

not worth while. The persistence and popularity of some of the publications known as 3d. and 6d. "dreadfuls" support this view. It is a great pity, for the production of a tenth rate play often entails as much work as the production of a good play. The vexed question of performing fees is often offered as an excuse for the production of poor material. This difficulty can be overcome with a little ingenuity, but it does present a problem.

A number of people join a local operatic and dramatic society, and here the work is not generally so good as that of the purely dramatic societies. It is noticeable how many of this operatic type of society produce efforts described as beautifully costumed, and one suspects that an opera without colourful costumes would not be welcomed, however good the music.

The number of amateur orchestras is small, but generally the work is most satisfying. There can be little advance, however, until instrumental teaching is more widespread. This is one direction in which the schools can help, and suggestions for this will be given later. The number of choirs is much greater than that of orchestras, and this work is again encouraging. While no figures are available, it is a known fact that numbers are declining, and that many Church and Chapel choirs find great difficulty in maintaining an adequate number of members.

One hobby which has attracted many adults of recent years is photography, and while there are photographic societies in almost every large town, the hobby is still treated in a very amateurish way by most camera owners. Much might be done in schools to encourage this hobby, and create interest beyond the "snapshot" stage. Amateur photography definitely suffers from lack of widespread knowledge, and the

fact that some fairly good results can be obtained with very little knowledge and limited expense.

There are numerous other pursuits which youths and adults practise, particularly of the games variety, e.g. chess, bridge, draughts, and billiards. These are often considered something of a social acquisition, and while one cannot deny their advantages on this score, yet one might suggest that a second more ambitious hobby would help a man to live a fuller life.

For our youth there are many voluntary organizations, which do much within their limits to foster sound interests, and these will receive attention in Section VII. There are many indications, however, that when a boy or girl leaves school he or she indulges in the leisure occupations of adults, and that only a very small percentage are absorbed by the voluntary agencies working for their good.

To-day we find that much leisure is spent listening to the radio. Now, there is intelligent listening, and unintelligent. Many homes have the radio turned on while other tasks are being done, so that the music forms a droning background. Nor does the radio always help to elevate a listener's taste to higher levels. In many broadcasts the radio is a fine educative medium, and in many instances furnishes a nice balance between entertainment and instruction. It is at once admitted that entertainment has its place in our leisure, but if entertainment has the prominent place to the exclusion of all other possible uses, leisure life is unbalanced. Dance music may have its place in the ballroom as a rhythm to dance to, but it should not be a substitute for real music written to be listened to. The B.B.C. does give a good proportion of its time to good music, but one wonders if too great a time is given to dance music.

Training in good listening would be most valuable for the whole community, and here again is an opportunity very often ignored in our schools. Too often in the past we have been concerned with the making of performers, forgetting that the complement of a good performer is a good listener.

SECTION II REFERENCES

<i>EDUCATION in 1938</i>	Board of Education, London 1939
<i>THE PROBLEM OF LEISURE</i>	H. Durant, London 1933
<i>THE NEEDS OF YOUTH</i>	Dr. A. E. Morgan, London 1939
<i>THE NEW SURVEY OF LONDON, Vol. IX</i>	London 1935
<i>EDUCATION OF THE WHOLE MAN</i>	L. P. Jacks, London 1931
<i>THE BOOKSELLER, March 21st, 1940</i>	A weekly journal

BOOKS CONSULTED BUT NOT SPECIFICALLY QUOTED

<i>THE THREAT OF LEISURE</i>	G. B. Cutten, Yale University Press, 1926
<i>AFTER WORKING HOURS</i>	Sidney Dark, London, 1929
<i>YOUTH and LEISURE</i>	M. Rooff, B.A., Edinburgh 1935
	A survey of Girls' Organizations in England and Wales
<i>CHILDREN IN THE CINEMA</i>	Richard Ford, London 1939
<i>BRITAIN BY MASS OBSERVATION</i>	Madge & Harrison, London 1939
<i>THE ENGLISH TRADITION IN EDUCATION</i>	C. Norwood, London 1929
<i>EDUCATION FOR THE NEEDS OF LIFE</i>	I. E. Miller, New York 1919
<i>WORKING CLASS WIVES</i>	Margery Spring Rice, London 1939
<i>THE YOUNG DELINQUENT</i>	C. Burt, London 1927
<i>Publications of the International Labour Office :</i>	
<i>HOLIDAYS WITH PAY</i>	19th Session Report V, Geneva 1935
	20th " " II, Geneva 1936
<i>REPORT ON THE USE OF LEISURE AMONG THE WORKING CLASSES</i>	Geneva 1924
<i>RECREATION and EDUCATION</i>	London 1936

SECTION III

DETAILS OF PRACTICAL HELP TO VARIOUS COMMON INTERESTS CALCULATED TO FOSTER LIFE-TIME ADHERENCE

CHAPTER I

THE ORGANIZATION OF CO-CURRICULAR ACTIVITIES

In the furtherance of a child's cultural training, and in helping him in school to acquire interests which will serve him to employ his leisure widely throughout life, and to take his part in adult activities, school societies and similar organizations are invaluable. The various subjects of the curriculum, wisely taught, serve similar ends, but are much more effective if they receive the social help of a school society. The *sine qua non* of a school society is that its membership be voluntary. A child is free to choose, just as he will be in adult life, which activities make their strongest appeal. Further, he is given a voice in the "curriculum", by that I mean the ground to be covered in his favourite interests. The activities of school societies whose subjects are found in the curriculum are therefore a most useful and necessary complement to those subjects. The societies form the link between knowledge acquired, and its interest to the child as an adult activity. The school societies which are not a direct outcome of the usual curriculum activities are generally indirectly related. For example, photography is a practical application of principles taught in the subjects, science, art, and handwork. In any case, these societies, not directly furthering one particular curriculum activity, do effectively help to broaden, and put on a wider basis,

the sum total of interests, and are often desirable leisure pursuits.

It is generally admitted that the work of school societies must be the children's, with the active help and wise council of an adult. The more work the children have to do, the more successful is the society. Apart from the very active help thus given in acquiring useful knowledge, and interests taught in school, it is surely a pointer to the fact that very often school subjects are "over-taught", the teacher doing far too much for his pupils. In this age of entertainment, when people are less than ever inclined to do something for themselves but seek ever to be spectators instead of active participants, the question of placid interest, instead of active interest, is one which concerns all teachers. The school society may be one solution.

Of recent years commendation of co-curricular activities, such as school societies, has been almost universal, although theory has again been much in advance of practice. A large number must have been attempted, but very few have survived for any long period. Unless school societies are used in school as well as out, and are encouraged instead of merely permitted, they will not function to their best advantages. This has been admirably summed up in the *Handbook of Suggestions* in the section dealing with Senior Schools.

"Upon the social ideals that animate the school as a whole will depend the character of the smaller social groups within the school; for social interests there will be whether within or without the law. Where the government is autocratic, societies and clubs, if officially approved, will be imposed upon the pupils as an essential part of school life, and

compulsory hobbies and clubs may fall into line with compulsory games. But where there is a spirit of comradeship between teachers and pupils the children will willingly follow the leadership and accept the guidance of teachers in clubs and societies of a more or less permanent kind ; and where reasonable freedom has been attained other groupings will arise spontaneously, which only demand from teachers occasional suggestions, or criticism. Some of these latter will prove short-lived and limited in appeal ; when they come to an end there is no need for artificial respiration. Some will wax and wane according to the special talents of the school community. Others will be more general and lasting. It is for the staff to discover and encourage the beginnings of likely interests.

“ Where optional courses are organized, the particular preferences there discovered are a good starting-point for the formation of societies to pursue these interests further ; a census of children’s leisure occupations will sometimes give useful clues. Even an interest in the local ‘ pictures ’ can be turned to good purpose by the school by means of reports, discussions and special visits.”¹

We have to train a child to live as a member of society, and as an individual. The two ideals which are different in themselves do not present an unsurmountable obstacle, and it is possible to do justice to both, often at the same time. In a totalitarian state, training, often to the point of fanaticism, is centred on the child as a servant of the State. As an individual he is of no account, and to our way of thinking he becomes something less than a man. There is little possibility of such training becoming widespread

¹ *Handbook of Suggestions*, p. 132, Board of Education 1937.

here, but those who stress what they term education for citizenship do tend to undervalue the child as an individual.

As a social training, school societies are invaluable.

“ Much of the social training of the pupil comes through membership of one or more of the school societies that cater for particular interests—literary, scientific, debating, musical, artistic and practical. These societies spring from the enthusiasm of a few ; they are organized on democratic lines, elect their own officers and plan their own activities with the knowledge of a staff member who wisely allows much freedom. They offer a training-ground for leadership ; the treasurer must learn how to balance accounts, the secretary to keep minutes and organize business, and the chairman to acquire skill in handling people and overcoming difficulties. The teams may be run on similar lines, and the wise games master will hand over to the elected committee and officials as much business as can safely be delegated. A member of the staff will be in touch with each group, and may even have controlling power, for the society uses the name of the school and represents it, but the pupils should be trained in the transaction of public business.

“ These societies break through the official organization of the school. The allocation of a pupil to a form or house is the teacher’s business ; membership of a society is the pupil’s choice. There should be no compulsion ; if a society languishes it is better to let it disappear for a time than to flog it into life by official favour or pressure. A vigorous society will evolve its own groupings, and officialdom must be satisfied with clearing away obstacles and encouraging initiative, with keeping a watchful eye on

beginnings and refraining from interference. So much is done for the pupils that the self-direction which can be fostered through voluntary societies is important.”²

One of the principal means of keeping interest in a school society is to see that every member has some responsibility. Ingenuity shown in this matter will result in more work being undertaken. Examples of the possible duties of individuals are given with each type of activity later discussed. The interest of a teacher in a school society is of great value when it is genuine and unobtrusive, and greatly increases his chance of interesting his pupils in the more academic work of the curriculum. Children will also be more interested in a subject when they have done some field work, or practical work. School societies and co-curricular activities are an easy means of interesting parents in the work of the school, and parental co-operation can be, and usually is, most valuable. A parent will come to an exhibition, a dramatic show, or a football match when no directly “academic” activity would interest him. Once his co-operation is secured there is no end to his interest.

“The keeping of permanent records of the activities of any society is a most important work. A log book, specimens of work, illustrations, and photographs, are essentials, and the work of compiling these records can be divided up amongst several members, although each one should be definitely responsible for one branch of the work. In the work of most of our school societies there is common ground. Exhibitions can be prepared in connection with most societies, and these provide an excellent training. These exhibitions give pupils experience

² *Principles of Class Teaching*, pp. 113-114, Smith & Harrison 1937.

not only in organization but in artistry, business, and finance. In addition, they create enthusiasm, and a sense of confidence in the minds of the members, while to an outsider they create interest. An annual exhibition is an almost indispensable part of any of our school societies."³

One very useful expedient, and one which has been found to result in increased activity, is to give each society a room of its own. By dividing the classrooms up among the various societies, and allowing them the use of their own room during one or two periods a week together with lunch hours, and any after school session, you place responsibility on the society for keeping the room attractive, and their official displays from time to time will act as publicity for the society. This brings us to another consideration which is a vital essential. It has been stated that school societies should be used extensively in school, and in most time-tables it should be possible to find a minimum of one afternoon when children can be allowed to exercise their choice of work by attending the functions of their own particular society. In giving over one afternoon to the child's choice of pursuit, several difficulties have to be overcome. Ten societies, each with a membership of 40 each does not necessarily mean that all the 400 children in the school belong to some society. What one should do with those who are not connected with any society, or activity, has to be solved. If they are set some uncongenial task they will probably join some society, and may be a nuisance to the society. Again, if the ordinary lessons are held, a large proportion of the staff will not be available. One compromise suggestion, if the numbers of non-members are large,

³ *The Organization of School Societies*, pp. 3-4, G. H. Holroyd 1933.

is by taking such communal subjects as community singing, physical training and silent reading. This problem, however, will not be a serious one in schools where enthusiasm for the activities sponsored by school societies is great, for this enthusiasm is infectious. The fact that every efficient school society has its publicity programme gives us another solution to the problem of how to cater for the non-enthusiasts by allowing them to see the work being done by the various societies. There are two ways of doing this, one is by having "open sessions," or displays by various activities in turn—perhaps two per afternoon—and the other is by what might be termed "sponsored invitation." In the latter society members each invite a non-member to spend the afternoon with him. In these two ways it is usually not very long before the problem of the non-participants disappears. It should be noted that in arranging the time-table of activities for the afternoon, activities should be so arranged as to suit the larger number of children participating.

In making our school that desired centre there are a few other considerations. Societies should emanate from children's interests, but in any one school they should be as varied as possible, so as to have a wide appeal. Expense should not qualify a child's admittance to any activity, for this factor is easily overcome with a little ingenuity.

Teachers should make use of the societies in the work of the school, and when the History Master uses the Camera Club, or the Dramatic Society, to illustrate some facts he feels need emphasis, when the English Master uses the History Society for a piece of research, the societies are being used effectively. This interchange, capable of great extension, will

help to break down those artificial barriers of subjects created by the academic mind, and help children to realise that what we term "subjects" are really part of a whole.

An added advantage of school societies and co-curricular activities is their power to raise funds which are always useful in school. While hobbies which are lucrative are often popular it is not suggested that emphasis should be made on this aspect, but I see no harm in showing the lucrative side, as for example, the need of periodicals for free-lance photography. The question of finance is very rarely a stumbling block, for with ingenuity almost every society can make money. Indications are given in various chapters as to how this can be achieved, and a few balance sheets are given as examples. I am certain that, with few exceptions, the teacher who says he is debarred from certain activities through lack of funds is really debarred through lack of initiative and enthusiasm. In one school where I served we raised £12 in two months by the sale of jam jars. There are many better ways, but finance need never be a deterrent for starting any activity provided the society starts from humble beginnings and works steadily.

As a factor in a child's social progress, mention must be made of the mid-day school meal. "To share a common meal has been regarded from the most primitive times as a ritual of unity or friendship, and the school dinner may well be given a dignity befitting this tradition. Good manners have at least as much to do with social well-being as good scholarship, and they have the great advantage of lying within the reach of all who receive appropriate training. Boys and girls may learn to show courtesy

at the dinner-table to children who are strangers to them in lesson-time.”⁴ In many schools one of the greatest evils which we have to combat is the influence of environment. Here is one factor in its downfall. Another important social factor is that of school buildings. The country is slowly reducing its condemned schools, and while the pace is, to many of us, painfully slow, we can often do much with the interior of drab buildings to make them bright and cheerful, and to set examples of tidiness and cleanliness, which many children will not see elsewhere, least of all at home.

The officers of a school society will have a fine experience in organization and responsibility, but even with great ingenuity it will not always be possible to give everybody this experience, unless some arrangements are made for the automatic retirement by rotation of members of the committee. If one third of the officials become ordinary members each term the chances of each boy having responsibility will be greater. In small schools where membership of a school society is, of necessity, small, it is worth while considering the whole society as a committee, and having members' meetings only.

In fostering the social ideals in a school the question arises as to how many activities should be allowed to function at one and the same time, and how many societies a school ought to encourage. A small school will naturally have limitations in the number of social activities it can sponsor. Its limitations of numbers and effective instruction are obvious. In such schools, however, (40-80) it is possible to run many groups in one society. These groups could consist of two or more pupils. Thus one might have the following :

⁴ *Handbook of Suggestions*, p. 133, Board of Education.

School Photographer and Assistants
School Woodworker and Assistants
Museum Curator
Librarian
School Gardeners

and, in addition, all might co-operate in such activities as a Choir, a Band, a Dramatic Society, and a "Keep Fit" Club.

With larger schools the number of societies need only be limited by the time factor. By this, one means the number which has the time to function effectively. The choice of societies must of course be left to the pupils, but they should be encouraged in promoting a wide range of interests. Much will depend on the enthusiasms of the staff, but this should not limit the genuine interests and enthusiasms of a group of children anxious to further those enthusiasms. For example, if a group of stamp collectors want to have a Philatelic Society, they should be encouraged, even if there is no member of the staff able to help them. I would not hesitate to ask an adult outside the school to help. The person so approached would have been considered carefully previously, to be sure that he was the right type of person. Care must be taken that the enthusiastic outside helper, say, in a stamp collecting society, does not regard his connection as an opportunity for sales. Often a teacher will become interested, but it is better to have an outside helper than a very inefficient member of the staff. I well remember seeing a woman teacher trying to teach boys to play cricket, and warning a boy that he would be sent off the field if he continued to bowl with his left hand. Now, while no one would doubt her sincerity, the teacher would have been better advised to obtain the

help of an "outsider." I have no doubt that a member of the local village cricket team would have been delighted to have helped, and further, that he would have gone to some trouble, no doubt, to obtain facilities for the boys at the local cricket ground, and would have been instrumental in retaining their interest when schooldays were over. So with many other activities.

In some of the suggested assignments found in the following chapters, it will be obvious that once certain "models" are made there is no further need of this assignment and the question arises as to what one can suggest as a substitute in subsequent years. Many of these objects can be made by each member for himself when the school equipment is complete (e.g. library shelves), while the range of possible models is so great that a little ingenuity will soon conceive of a number of new assignments each year.

There is little doubt that with enthusiasm, a school can become a social and cultural centre, capable of starting a child on the road to the full enjoyment of life, its duties and privileges, its cultural and its creative opportunities, to the great content of himself as an individual, and as a valuable member of society. Then he will seek out "that which is righteous and of good report," spurn much of the tawdry, cheap, and sensational pursuits of his fathers, or demand their improvement on a higher plane. He will not be content to be an onlooker, but must be an active participant.

In the following chapter I have sought to suggest avenues of approach from curricular and co-curricular activities. One used to write ex-curricular activities and connoted something very much apart from

curricular activity. The fusion is necessary for the maximum good of the whole.

SECTION III CHAPTER I REFERENCES

HANDBOOK OF SUGGESTIONS FOR TEACHERS—
Board of Education 1937

PRINCIPLES OF CLASS TEACHING—
Smith & Harrison, London 1937

*ORGANIZATION OF SCHOOL SOCIETIES
AND OTHER ACTIVITIES* G. H. Holroyd, London 1933

BOOKS CONSULTED BUT NOT SPECIFICALLY QUOTED *THE PRACTICAL SENIOR TEACHER*

Volume VI. Edited F. F. Potter, London 1934

Pages 241-253	Organization of School Activities	G. H. Holroyd
Pages 261-265	School Journeys and Educational Visits	G. H. Holroyd
Pages 265-279	Celebrations	F. H. Hayward

MODERN SCHOOL ORGANIZATION
H. G. Stead, London, 1941

CHAPTER 2 ART AND CRAFTS

As a boy at school I spent a whole term making ridiculous paper hair-tidies. We first made a plain one, then a coloured one, and finally we made some with painted coloured patterns. We could use only three colours, for our colour was mixed in advance by the teacher who went round the class with a pint each of green, red, and yellow paint, pouring a drop into saucers placed at convenient intervals for boys to use. Later, at my secondary school, I drew jam jars, and graduated to vases, and for many terms tried to draw such objects so that each half was an exact replica of the other. In the craft-room, where woodwork and metal-work were the only crafts, we spent many terms making joints, or practising turning with no apparent creation at the end. It was economical but soul destroying. Art and craft teaching

has definitely advanced in the last twenty years, but in its anxiety to progress quickly, many ill-conceived experiments, and many useless pseudo crafts have been tried.

“ In the early stages school handicrafts suffered from the serious defect of severance from the business of living. The work in the school has little relation to the work out of school, little relation to the traditional occupations of mankind. It was formal and disciplinary. It was sometimes called manual training, sometimes hand and eye training. Certain barren exercises were devised the avowed aim of which was to bring the hand and eye into proper co-ordination. Cardboard was the favourite material, the scissors and the knife the favourite tools. Even woodwork, which was so readily subservient to use and beauty, was fettered by the claims of technique, and by the desire to foster mere mechanical skill. In the partnership of head, hand, and heart, the hand had too much to say, the head too little, and the heart nothing at all.”¹

In modern Senior Schools, a craft-room, a domestic science room, and an art room, in addition to a wood-work room, is usual, and in this respect these activities are generally better equipped in the material and environmental aspect than some other activities, as for example, music. These rooms must be regarded as essential, and when they do not exist steps should be taken to improvise such rooms.

In deciding what crafts shall be taken in a Senior School there are several considerations one must have in mind. Too often in the past the only consideration has been the enthusiasm, often founded on

¹ *Aesthetics and Modern Education*, pp. 224-5, by Dr. P. B. Ballard from *Educating for Democracy*.

the ability, of the teacher. Now, while the enthusiasm of the teacher is a very good thing, often so infectious as to create a large number of disciples, it is a pity when this is the only consideration, for an intelligent teacher with manipulative skill, and a little patience, can acquire reasonable proficiency in some other crafts. Again, in considering the craft there has in the past been much waste of effort in preliminary canters designed to create nimble fingers, just as in Arithmetic one used to find problems specially created for the creation of a nimble wit, and mathematical agility. The old adage about being a "Jack of all trades and master of none" has very often meant in our educational curriculum, concentration to the extent of utter boredom, and dislike, by the pupils. Thus, a sound craft like Bookbinding has often been a futile practice for a large number of pupils in schools where a boasted "thorough course," lasting three years, has been in vogue. Further, we have to consider the tastes and interests as well as the fact that failure at one craft, due to some muscular weakness, does not necessarily mean failure at another, where a different technique calls for play on different muscles. It would seem, therefore, that it is better to have a reasonably wide range of crafts in our curriculum.

Another question which inevitably exercises our thoughts is "Shall we teach any craft which is considered childish, or which is never likely to be pursued in later life?" In answering this most people will agree that a pursuit, called a craft, which is not capable of development is of little use. Painting of such whitewood ware as table-napkin rings and boxes seems to me to be an example of a much practised pursuit which is capable of very little

extension. When a child has fitted up all his relatives with serviette rings and cigarette boxes, what then? If the pursuit led to an interesting, and absorbing craft, it might be justified, as for example, raffia work, which leads to basketry and weaving.

Another consideration which is often perplexing, is whether facilities will be available for the scholar when he leaves school and wishes to continue his hobby. This is, at the moment, one of the difficulties of pottery as a craft in some parts of the country. If pottery craft were more widely practised this difficulty would disappear, for it would be worth while for local undertakings to undertake the firing of pottery. However, if every Technical College in the country had its kiln, it would do much to help on the craft in each district. An enthusiastic school can very soon raise sufficient funds to buy a small one. I have a very intimate acquaintance with an elementary school in a fairly poor district, which has, by various means, raised enough money and had a kiln built in the school cellar. It is heated by gas, and as the gas is registered on a separate meter, the school is entirely independent of the Local Education Committee. The gas bill is met by the coppers charged for baking each pot. Thus, while in a large school, a kiln is a practical possibility, the small schools in a district might share one. So with most crafts the purchase of necessary expensive apparatus will be no bar to the really enthusiastic, but this apparatus should be available, either through an Old Scholars' Association, or similar body, to the ex-scholar who wishes to pursue any craft further after leaving school.

The complementary nature of "art" and "craft" is to-day recognised, and close co-operation between the two should follow. Both drawing and design

should help in the creation of a piece of craftwork. This is so stressed in the *Handbook of Suggestions*² that one feels that the experience of the Board's Inspectorate is contrary, and that "art" and "craft" are in many schools two "things apart." I do not mean to infer that, for example, painting has no place unless it is decoration for a craft ; in fact, much craftwork has suffered from over-decoration in the past. From his training in drawing a pupil should in his study of design gain most for his practical activities in the craft room, but design is not decoration. "It is the creation of a unity between the material used, and the purpose it serves ; the object constructed must be efficient for its task, and must satisfy in proportion, form, rhythm, and decoration."³ Four types of drawing are generally practised in Senior Schools to-day. These are as follows—

- (1) Object drawing, often uninteresting
- (2) Memory drawing, a natural forerunner of imaginative and illustrative drawing, which in its turn is a forerunner of creative work
- (3) Geometrical drawing, which, personally, I believe, should not be regarded as drawing, but as a branch of mathematics
- (4) Design. "The imagination to adapt single forms to a particular purpose"⁴

The fact that design involves such attributes as form, balance, and arrangement, makes it an important study. Often, however, in the past, design has been confused with ornamentation with disastrous results.

As to media—the range of these in elementary schools has gradually extended, and to-day we find

² *Handbook of Suggestions*, p. 221.

³ *Principles of Class Teaching*, p. 88, Smith & Harrison. London 1937

⁴ *Principles of Class Teaching*, p. 88, Smith & Harrison. London 1937

practise in pencil, water colour, poster colour, charcoal, and pastels, and even oil colour. The bold outlines of poster-work have much to recommend it to Senior School pupils, and the fact that this branch of art has its roots in our life to-day, is a further commendation.

The diversity of possible crafts capable of becoming a life-time hobby are many. Some of these are as follows :—

Gardening	Woodcarving	Photography
Pottery	Engraving	Bookbinding
Weaving	Metalwork	Sculpture
Woodwork	Needlework	

and, perhaps Basketry. In addition, from his art studies, a child may make a hobby of drawing, or painting in its many diverse and often lucrative branches, such as poster, fashion design and sketching.

There are other crafts, not mentioned above, which will immediately come to the mind, as crafts now practised in schools. Many of these are justified under the heading of "Home Crafts." One of our principal aims as we encourage the child to pursue that which is beautiful, should be help and guidance in the knowledge of how to make his future home beautiful. To this end much of the art work might be directed into those pursuits calculated to give the future citizen pride and joy in a beautiful home. Teachers are inclined to excuse failures, on the plea of the poor environment of pupils, and yet we often do little about it. City Fathers recently have begun to destroy slums, and have built instead vast housing estates—often most dreary collections of houses built to one pattern—crude in conception, and difficult

for anyone to make into a home of comfort and beauty.

Condemnation of the occupants is a commonplace ; they are reputed to turn their new homes into a slum. School is the only hope for a remedy of this state of affairs, and yet a large proportion of our elementary schools are still barrack-like buildings in poor interior condition. Much might be done by an enthusiastic Art and Crafts Guild supported by enthusiastic teachers. I myself have had the exhilarating experience of turning a dirty unpainted classroom into a comfortable school library. What a project it was for the Crafts Guild ! On the question of projects, I shall write more fully later, but here I feel I need to stress the part of the " Home Arts" in the school.

The making of gaily decorated cork table mats, small ornaments made from horns, or in glass, and baskets and rugs, should find a place in the Crafts scheme. Variety and adaptability should be practised, and as the making of such small articles need take very little time, they should not exclude the practice of some of the more substantial crafts.

The fact that Art and Crafts enter so much into our lives and leisure calls for the greatest possible extension in a school where the aim is preparation for living life to the full. Unfortunately, time in school is so limited that while the fundamentals can be taught, the time for practice can only be extended by work out of school, and here again an Art and Crafts Guild can be of great value. In such a Guild many fundamental processes can be applied to adult hobbies. For example, interest in metalwork will give a boy the necessary skill to become a member of a Model Making Society, or a Model Engineering Club.

Handicrafts embrace so many diverse interests that I have found in actual practice that it is better to give some handicrafts activities, clubs, or societies of their own, rather than incorporate them in the Guild. This is a matter of individual arrangement, but as my experience has been so shall I describe in this section. The following societies, of which I have had experience, were either so wide in scope, or opportunity, or were linked with local adult activities, that they functioned as separate units—Camera Club, School Press, Horticultural Society, and a Young Farmers' Club. In a school of small numbers it would be advisable to incorporate these activities and groups within the Guild.

As with every school activity it is impossible to over-estimate the value to the school, and to the society, of using that body both in school and out. In organizing a Guild with such diverse interests one has to have groups, and if these are very numerous a time-table, for the use of various rooms, has to be arranged. The sections will naturally centre round some basic instruction given in school ; thus one would have the following groups or sections : (1) Wood-work (2) Metalwork (3) Domestic Science (4) Needlework (5) Bookbinding (6) Pottery (7) Art (8) General Handicrafts.

Each group should have its own officials, and their enthusiasm and the ideal of service to the school, and to the other societies, makes an Art and Crafts Guild one of the most valuable in the training of our future citizens. The Guild exists for the further work of the individual, and for the good of the society, and is, therefore, preparing him for life. From each group officials should be appointed to serve on the committee of the Guild for co-ordination.

While each group will have its separate activities, the Guild, as a whole, can undertake some collective assignment, the value of which will be immeasurable.

Some collective activities might be as follows—

- (1) Arrangements for the School Concert
- (2) The decoration and improvement of various rooms, e.g. the creation of a school library (making of bookshelves, etc.)
- (3) Help to individual members (making of a poultry hut, or greenhouse)
- (4) Preparation of effects, and scenery, for School Dramatic Society
- (5) Organizing the annual exhibition of members' work
- (6) Visits to places of interest to the artist and craftsman, e.g. Art Galleries, Museums, Printing Plant, Joinery Plant
- (7) Making of teaching devices, and illustrative material for the staff, e.g. Historical models, Scientific woodwork, e.g. rain measuring and temperature box

The establishment of Craft Guilds in all our elementary schools could not fail to establish a really permanent interest in craft work among the future citizens of this country.

These are only a few examples of the collective activities of the School Art and Crafts Guild, and in such activities each group will have its own work.

Let us examine (1) and (4) together, as they will often be complementary, and see for what details each society and the Art and Crafts Guild will be responsible.

SCHOOL CONCERT

Plays by the Dramatic Society
Songs by the choir and soloists
Other music by the Orchestra or

Instrumental groups

Arrangements by the
Art and Crafts Guild

- (1) Scenery and stage effects
Art group
- (2) Arrangement of seats and
cloakroom
(Lettering of indication
cards, etc.)
Art group
- (3) Refreshments
Domestic Economy group
- (4) Costume
Needlework group
- (5) Photographs
Camera Club
- (6) Report and Publicity
School Magazine Committee
- (7) Programmes
School Press

It will be seen from these suggestions how one school society can help another, and the result be most effective. Many of the details mentioned are left to the last minute, or forgotten, in many school concerts.

Apart from the work done by the society as a whole, there is the work done by each group, which in itself is like a miniature society with its officers. Some of the groups are largely social, and their work which seems to offer little scope to the individual is un-

doubtedly first and foremost one of service. The Domestic Craft Group would at first seem such, but when each child contributes by the making of a certain food at the school party there is scope for individuality. If we consider for a moment we shall see that in preparing a meal and laying a table for a number of people there is work for many members. Sweets such as jellies, trifles and cakes, give opportunities, and the arranging of flowers at the table gives one girl a chance to show her individuality. Each group will be able to raise funds to help the society and the school, and in the tasks suggested it will readily be seen which items give this opportunity. A few of the activities of a Domestic Craft Group, most of which will be lucrative, are as follows—

- (1) School meetings and social events.
Light refreshments.
- (2) Saturday morning helpers' visits to homes of mothers requiring Saturday morning help. This is a matter which has to be carefully looked into to make sure that girls are working under proper conditions.
- (3) Saturday morning wash. If mothers are invited to send a few light things to wash at a reasonable price, they can be ironed and returned on Monday evening. Arrangements will have to be made with the Local Education Authority for the use of school apparatus. If the L.E.A. refuses to sanction the arrangement, girls can usually take one or two small items home to launder at the week-end. This laundry work might be confined to baby linen.
- (4) Catering for school sports, picnics, and rambles.

- (5) Taking charge of staff rooms (other than caretaker's duties).

There is much that can be done by this group, but one has to be careful that local tradespeople are not missing their legitimate trade.

With the Woodwork Group there is much work to be done. There are times when every society in the school will be grateful for its help. Some of its tasks might be briefly summarized as follows—

- (1) Bookshelves for school library
- (2) Building of small huts, pens, and other houses for pets
- (3) Horticultural joinery, building of rustic work, cold frames, etc.
- (4) Tripods, sketching boards, etc., for School Rambling societies
- (5) Joinery for School Dramatic Society
- (6) Small articles made and repaired for parents
- (7) Sports apparatus

For all these items the League might make a moderate charge above cost, and out of this charge boys participating might be given a small amount, the balance going to the League. Of course they will give much labour, especially for school equipment.

For the girls a Needlework Group is often attractive. Much of the work of this group can be done at home, and there is no doubt that the group can make money for the League. One of the advantages of this group is that work can be carried about and can be done anywhere.

An enthusiastic Needlework Group can do much to help in the creation of comfort and beauty in the school, just as in the home, and the number and amount of assignments such a group can undertake is almost limitless. The opportunity for service to

the school, and to the home, in this group is almost as great as the opportunity for the individual.

Bookbinding is a craft which is very popular in Senior Schools, and in such schools a Bookbinders' Group will have some adherents. Unfortunately, there are at present very few adult societies practising this craft, but this might be remedied if the schools which one visualises in the future retained their hold on the scholars throughout life by effective organizations such as an Old Scholars' Association. The same criticism might be levelled against the Domestic Craft Group, but if the crafts were not encouraged in adult life the training of the girl in a most useful craft would not be valueless, and there is always the training in organization and democratic government. Some possible assignments of the Bookbinders' Group might be summarized as follows—

- (1) Binding books for the School Library
- (2) ,, in volumes the School Magazine
- (3) ,, books for parents and selves (a small charge over the cost of materials would bring funds to the Society)
- (4) Production of card cases, library tickets.
- (5) Card mounting of specimens, notices, etc.
(for the junior members)
- (6) Visits to works connected with the commercial production of books, pamphlets, small articles (cases, pouches, etc.) and materials, such as—
 - (a) Bookbinders
 - (b) Printers and Publishers
 - (c) Small leather goods manufactory
 - (d) Manufacturers of the materials used (paper, leather, board, etc.)
- (7) Talks and lectures on the subject

Much of the work of the Bookbinders' Group is bound up with that of the School Press where such exists, and the two groups work exceedingly well together, as both do with the Art Group. The School Press works very well with the Magazine Group, and this interdependence is a very good thing for the social training of the individual.

As special chapters are devoted to the Press and the School Magazine let us examine the possibilities of the Art Group, which in some schools might be best encouraged as a separate Art Society. One need not here stress the importance that Art plays in human life, nor the need for all the training and encouragement the subject deserves with young people. If the study of the subject is confined to the Art lesson in the Art Room, or if it is not intimately connected with everyday life, and with everything the child sees and does, it is of little value. The possible assignments of the Art Group or Society are limitless, but here are a few—

- (1) School posters, notices and publicity
- (2) Lectures and debates
- (3) Sketching rambles
- (4) Designs for scenery, costumes, programmes, etc., at Concerts and Dramatic Entertainments
- (5) Responsibility for artistry in the classroom (e.g. painting of mural decorations where possible)
- (6) Designs for Puppetry, Woodwork, Metal-work
- (7) Visits to Art Galleries and artistic endeavours (town planning, good architecture, etc.)
- (8) Study of C.E.M.A. travelling portfolios

There are the very many types of competitions which this group can organize—it would be advantageous if more attention were paid to the home. For example, the following are some subjects which I believe would be beneficial—

- (1) Design for a drawing-room, a bathroom, or a bedroom (with colour scheme).
- (2) Design for a small, or large, garden (with suggested colour scheme). This might be run in co-operation with the Horticultural Society, one member of each society collaborating with one of the other.
- (3) Also in co-operation (one member of the Art Group with his friend in the Horticultural Club), the artistic arrangement of a vase of flowers.
- (4) Clothing colour schemes and dress designs.

For those schools which participate in some scheme for the loan of pictures and their periodic change, the Art Group should if possible be allowed to help in the choice of pictures and certainly in their hanging at school.

The Potters will organize their group for the extension of their practice in school, and while it might be seen that the activities of this group are very limited they might be given responsibilities, and so extend what might be a very individualistic society into a group for social good as well. They might be given assignments like the following—

- (1) Responsibility for the kiln
- (2) Making of specimens of “pottery through the ages” (Historical project)
- (3) Making of specimens of “pottery of the world” (Geographical project)

- (4) Making of suitable flower vases and pots for school
- (5) Modelling of relief maps, and similar helpful teaching devices
- (6) Making of masks, puppets, and papier mâché articles for School Drama
- (7) Making of garden ornaments

As with Bookbinders, Potters, Artists, Woodworkers Domestic Crafts, and Needleworkers, so other major crafts can be organized, and while there are many minor crafts taught in school which a child would like further opportunity to practise, and which it would not seem expedient to organize on the lines of a society, it is often useful to have a group termed a General Handicraft Group, which would make a wide variety of useful objects, useful both individually and to the school.

It is difficult to conceive of an effective Art and Craft education in our Senior Schools without some such organization as an Art and Crafts Guild for the further practice and the effective linking up with adult life of the desired training. School time which can be devoted to these subjects is so limited. Further, which I consider most important, there is a need for a corporate body of enthusiasts among the pupils for the carrying out in every phase of school life, from the empty building to the corporate body, the influence and practice of the best principles of artistic endeavour.

SECTION III CHAPTER 2

REFERENCES

AESTHETICS and MODERN EDUCATION

by Dr. P. B. Ballard from *Education for Democracy*
Cohen & Travers, London 1939

PRINCIPLES OF CLASS TEACHING

Smith & Harrison, London 1937

HANDBOOK OF SUGGESTIONS FOR TEACHERS—

Board of Education, 1937

BOOKS CONSULTED BUT NOT SPECIFICALLY QUOTED

THE DEWEY SCHOOL Mayhew & Edwards, New York 1936

CURRICULUM FOR PUPILS OF TWELVE TO FIFTEEN YEARS

Scottish Council for Research in Education, London 1931

EDUCATION FOR CITIZENSHIP IN ELEMENTARY SCHOOLS

*TRAINING FOR CITIZENSHIP THROUGH
DOMESTIC SUBJECTS* M. Callis & M. Weddell, London 1939

CHAPTER 3

FURTHER CRAFTS

The Horticultural Society : The Camera Club
and School Cinema : The Young Farmers' Club

Gardening may be regarded as a craft, an art, or a science. Whichever way it is regarded its importance can hardly be over-estimated. I regard it as one of the most important basic branches of knowledge, which ought to find a place in the curriculum of every school, elementary and secondary, in every area from the city slum to the rural school, in both boys' and girls' schools. As a leisure pursuit, in preparation for adult life, it has great possibilities, while a walk round any suburban housing estate will reveal a large proportion of people without that absorbing interest.

The subject, as at present taught in elementary schools, is often a very amateurish affair. The number of teachers with any qualifications in this subject is very few, and very rarely is it regarded as a major interest, whereas in actual fact a very fine school could be evolved with the garden as the focal point on lines similar to the project method. In Secondary Schools, the schools producing our future teachers, the subject is very rarely taught, for it is not a School Certificate subject. Probably no other leisure pursuit combines so many recreative opportunities satisfying man's leisure needs, physical, mental and creative (the planning and creating of new features), contemplative and withal spiritual (by his intimate contact with nature). Further, the fact that the pursuit of the subject can be suited to the age of the participant is an added recommendation, for some physical pursuits taught to young people become much too strenuous after middle age.

A difficulty which can be easily overcome is the creation of a garden in our city schools where there is no available spare land within reasonable distance of the school. This I have seen accomplished, and the result made one wish all our barrack-like city schools, surrounded with their "tar-mac" playgrounds, could be so adapted. The loss in playground space was very small, and it would seem preferable to me where there are very small playgrounds, to "stagger" the break period, to have two breaks and half the school out at a time, rather than to dismiss the idea of a garden, because of the inadequacy of the playground. The school mentioned above was surrounded by a low wall (about 2 ft. high), surmounted by iron railings. The tar-macadam was removed from the edge of the playground against

the wall, to a depth of 6 feet. When this had been removed by the Corporation, the ground was turned over, and the larger brick-bats removed. Most of the smaller brick-bats were left to help drainage. Some old bricks were then purchased from school funds, and an inner wall 1 ft. high (3 bricks) was built by the boys on the inner side of the border. In this space, between the inner and outer wall, soil was tipped, and the garden was ready for planting. As the school was a large one, the garden space, although it consisted only of a 6 ft. strip all round the outside of the school, was considerable, and, in addition, the fact that it went all round the school gave opportunities for planting suitable plants and shrubs for a northern, southern, western, and eastern aspect. Trees and shrubs were planted at suitable intervals, and the border was filled with flowers. A large proportion of the flowers was perennial, but there were patches of annuals. On the southern wall of the actual school buildings, a border was made with a brick edge, and here were planted climbing shrubs and espalier fruit-trees. A rockery could easily have been made in one corner. Thus it is possible to make a good garden in a city school, and by a judicious selection of plants and shrubs, children learn which will stand a smoke-laden atmosphere. One cannot expect as many opportunities from such a city garden as from a rural school garden with large space. All the processes can be taught, but practice is somewhat restricted.

In many schools at present giving gardening instruction, if the practical instruction and practice are good, the theory is most often omitted, or badly taught. The winter months are often wasted, and there is a need for a careful study of the scientific

principles underlying the practice of gardening.* Of course, the idea would be for laboratory work to be taken each week, side by side with the practical work. Another opportunity would be provided if the School Science Course were based on the garden, and indeed a satisfying science course need look no further than the garden and the home.

Garden—biology. Home—physical sciences.

There are still schools where gardening is engendered on the plot system, where each boy, or a couple of boys, works on one plot throughout his school life, or perhaps for one year. This has, in many schools, been superseded by the communal garden, and, while it is a much better project, the virtues of the plot system should be preserved as far as possible. These in the main were—

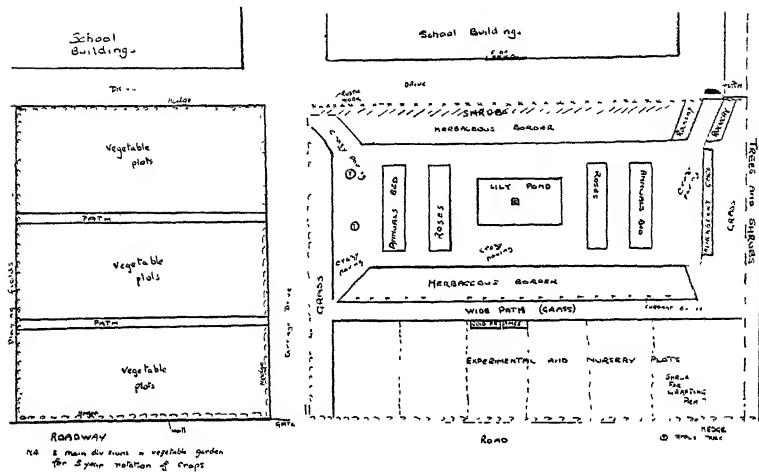
- (1) The competition and responsibility of an individual plot.
- (2) The fact that one was certain that every boy had the experience of raising all the commoner vegetables from seed to maturity, whereas it is possible that in a large school a pupil may by chance miss work on, say, the cabbage patch.

To offset this a boy is going to have the experience of the planning, and attending a composite garden, more like the garden we should like to have at home. A further remedy will be found in home gardening, which will be dealt with later in the chapter.

Another often neglected feature of school gardening is the growing of flowers and fruit. Too much emphasis is often placed on vegetable gardening. In the *Handbook of Suggestions* a useful basis for the

* *Experimental Garden Science* (Holroyd), Warne 1938, provides such a course.

arrangement of the school garden is given. Much depends on the terrain of the garden, the soil, the drainage, and position. A perfectly flat treeless piece of ground is much more difficult to plan attractively. As I have had the task of creating a garden from two flat pieces of land, I append a rough drawing which will give some idea of the way the job was tackled.



Rough Drawing of a School Garden

It will be seen that one section of the garden was mainly a vegetable garden, and that three long permanent paths divided it so that the 3-year rotation of crops may be observed.

The main garden contained the following features. There was a lily pond in the centre, surrounded by a large crazy paved rectangle—the assembly point. Flanking this on each short side were two good sized beds. Of these four one was a permanent rose bed, while the others were planted each year with annual flowers, e.g. stocks, asters, etc. On each long side of the crazy-paving was an 8 ft. border of

perennials, backed by black currant bushes. A lawn at one end and a rockery at the other gave boys an opportunity of creating and maintaining a feature which would be of service in their own garden, for both have a beauty of their own. The whole garden was surrounded by a well-kept hedge; different hedging shrubs were used for different selections, while rustic arches made by the boys themselves added to the interest. The following is a list of the practical occupations which each boy undertook at some period during his three year Senior School course.

- (1) Vegetable Gardening (continuous)
- (2) Flower „ „
- (3) Fruit „ „
- (4) Tree Culture „
- (5) Path making
- (6) Horticultural joinery (cold frames, rustic work)
- (7) Rockery construction and maintenance
- (8) Pond making and maintenance
- (9) Drainage
- (10) Glass (greenhouse and frames)

The ornamental features of a garden can be very conveniently prepared indoors. The making of concrete garden ornaments might be done by the Handwork Guild, and while the presence of these is a matter of individual taste, a pedestal surmounted by a figure in the centre of the pond often looks well. It is certain that a school garden should contain the varied features which a scholar might need in making his own home garden. Equally advantageous is the possession of a greenhouse and cold frames, for these, apart from their help in the raising of seedlings, and

the growing of such crops as tomatoes, do help to make gardening an all year round interest.

The average time allotted to the practical side of the subject is two hours per week (*B. of E. Suggestions*) and while in the larger Senior Schools there are only nine classes, the number of hours per week is eighteen. This in most gardens will be found to be inadequate, and on this score the work of the Horticultural Society will be welcomed. Such a society will make children feel that it is their garden, and the vexed question of caring for the garden in school holidays will be solved. Further, as with all societies, the link with adult life is invaluable. The following are some of the possible assignments.

- (1) An annual show¹
- (2) Group competitions
- (3) Home gardens competition
- (4) Entries for exhibitions run by the local Allotment Holders' Association
- (5) Entries for newspaper competitions
- (6) Provision of specimens for nature study and art classes
- (7) Visits to "famous" gardens in the vicinity
- (8) Running of a Horticultural library at school
- (9) Exchange of plants
- (10) Making of records
- (11) Liaison with the local Allotment Holders' Association or Horticultural Society
- (12) Making and tending gardens for people in the district (invalids, churches, etc.)

There is little doubt that the local Horticultural Society will be glad to help. They will make classes for children in their show, invite them to lectures and demonstrations, and generally be very helpful.

¹ *The Organization of School Societies*, p. 108, G. H. Holroyd.

They will not be slow to see the fine recruiting ground of a school society.

A school activity should always be linked with the world outside school, and if gardening in school does not make a child anxious to improve his garden at home, it is almost valueless. The parents of many children will be glad to give over the whole of the garden to their children to cultivate, and most will give a portion. The School Horticultural Society can help its members in this direction. A senior panel of older members can act as consultants, and two or three visit periodically each home garden. There could be periodic inspections by the teacher, or an outside adjudicator could give marks, and prizes might be awarded for those who scored highest. Local newspapers will often give prizes, or in other ways encourage the society. The society will need officers, as all other societies, and certain members might be given charge of buildings (greenhouses, toolshed, etc.).

There is great joy in growing bulbs and plants in the house, and some instructions should be given in the necessary technique. The potters can make bowls, and the gardeners fill them for school. A garden can usually be a profitable concern, and there are many means of spending this money in the furtherance of the hobby. Gardening periodicals and books from the library immediately suggest themselves. Help, too, can be given to the scholars by supplying, at cost, young bedding plants raised in the greenhouse. No school occupation is more deserving of wide practice than gardening, and it is the hope of the writer that no school in the near future will be without its garden.

SCHOOL CAMERA CLUB

Of all the adult hobbies which schools can easily foster, and which are seldom encouraged, photography is pre-eminent. A Camera Club is a most useful asset to any school, and can be used by every interest in the school. To summarize some of its activities we might have the following—

- (1) Management of Dark Room
- (3) Photography of school teams and societies (Sports, Drama, Choir, etc.) and of scholars individually
- (3) For various members of the staff, photography of local features of interest (historical, geographical)
- (4) Preparation of lantern slides
- (5) Scientific photographs (e.g. opening of a bud, etc.)
- (6) Developing, printing, and enlarging service
- (7) Lectures on the hobby
- (8) Visits to exhibitions
- (9) Rambles and visits with camera
- (10) Magazine and newspaper competitions
- (11) Equipment and care of photographic library
- (12) Arranging of annual exhibition

In these days when the value of the cinematograph in schools is well recognized, and many schools either have one, or will have in the near future, the Photographic Society might also take care of the cinematograph. With a cine camera films of school events, and even dramatic shows can be taken. This equipment is costly, and at present there seems little chance of Local Education Committees providing it, but no society has a greater opportunity of raising funds. This is borne out by my own experience.

"In the summer months hundreds of photographs were taken of boys, school teams, school classes, and the like, and made good profit. A developing and printing service which was well patronised by both staff and scholars brought in a substantial return. Later, when we had purchased from our funds the necessary apparatus, we enlarged and mounted photographs, and by this also we made money. There is no doubt this involved much work, and one of the secrets of any society is the fact that it has always plenty of work for every member."²

The winter months were just as busy as the summer, for we had among other activities the annual exhibition. Throughout the whole of the previous twelve months, we were collecting photographs for this exhibition, so that when we came to draw up a programme of classes we had a guide as to classes, and we had a large number of entries. I think it would be fatal to hold an exhibition without having collected exhibits for a long time previously. Some of the classes were as follows—

- (1) Landscape (2) Sea picture (3) Portrait (4) Animal study
- (5) Bird life (6) Geographical study, i.e. an illustration for use in a geography lesson (7) Humorous incident
- (8) Lantern slides (9) Colour photography
- (10) Industrial feature (11) Photograph of a place of historic interest (12) School life.

Two or more prizes were given in each class, and although it was anticipated that the first exhibition would be a loss financially, it turned out a success. Many interested adults gave prizes, the local newspapers purchased four photographs, and a number of visitors gave a few coppers as entrance money. After the show the exhibits were "auctioned", and

² *Organization of School Societies*, p. 13, G. H. Holroyd.

provided a further addition to the funds. The publicity value of the exhibition would have compensated for a small loss. The first exhibition demonstrated the fact that the hobby had, at any rate, passed the "snapshot" stage.

It has previously been mentioned that the more ingenuity one shows in the creation of offices and the more responsibility given the more likely is the success of any society. The following are some possible offices in a Photographic Society—

President (*Teacher*) : Chairman : Secretary : Treasurer : Dark-room Steward and Assistant : Leader and Deputy (for excursions) : Log Book Custodian : Exhibition Secretary : Librarian : Business Manager : and Club Camera Man.

The latter took charge of the club's camera and apparatus (tripods) which were not in the dark room. The Business Manager and Assistant were responsible for buying supplies in bulk, and selling in smaller quantities to the members. They also made the arrangements for photographing scholars and teams, gave out the necessary film, or plates, to the member undertaking the work, and the materials to the Dark-room Steward for completing the job. The Leader and his Deputy took a great pride in finding the places of interest and beauty in the neighbourhood. The other offices are self-explanatory.

A camera was not the qualification for membership, and many new members used the club's camera, our first purchase, prior to which my own was loaned. There is no doubt that the subject arouses interest in other subjects. For example, a boy might listen to many dreary lessons about a geographical "fault", but ask him to photograph one, and his

interest is immediately aroused. The same applies particularly to historical buildings and features. The log book was illustrated by photographs, and was not only a careful record, but made very interesting reading, while its compilation, the work of many boys, under the Log Book Custodian, was an excellent project.

PETS AND YOUNG FARMERS' CLUBS

In rural, and semi-rural districts, these clubs flourish, and are a source of much activity where properly sponsored. Through the medium of his pets you can often gain a pupil's goodwill, and this is a valuable ally. The National Association of Young Farmers' Clubs will also give valuable help.

Country children are invariably interested in animals. From early childhood most of them keep pets, and in many of the country schools the keeping of small livestock forms part of the practical training of the pupils. During their school life, boys and girls can, and do, obtain valuable experience and training in the various activities and pursuits of the countryside—gardening, handicrafts, and the keeping of small livestock, all form part of the curriculum of rural schools. Apart from the interest developed in these activities, and the experience and training acquired, children are quick to realize that they can be made to pay, and worth while and profitable hobbies will result.

Bee-keeping, poultry-keeping, and the keeping of rabbits, are activities which can be carried out on the school premises. The housing of other livestock, such as pigs and goats, should be arranged near the school, and the work of feeding the stock at the week-end should be shared among the pupils. The benefits

accruing from the formation of a Young Farmers' Club should be shown, and where it is possible children should be encouraged to keep animals at home. The work of such a club might be divided into the following groups—

Bee-keeping ; Rabbits ; Poultry ; Pigs ;
Domestic Pets (dogs and cats) ; Sheep and
Calves.

Shows should be organized, and the stocks regularly examined, and marks awarded. There should be visits to Agricultural shows, and to model farms, and the club should be organized on similar lines to a Horticultural Club. In the Pets' section much time should be devoted to the training in the care of domestic animals. Demonstrations and lectures should be given by the members in the care and treatment of their pets. By the issuing of illustrated posters for school notice boards on such subjects as how to handle a cat, a dog, or a rabbit, a humane way of killing poultry, and so on, the club would perform a very useful service.

SECTION III CHAPTER 3 REFERENCES

*THE ORGANIZATION OF SCHOOL SOCIETIES
AND OTHER ACTIVITIES* G. H. Holroyd, London 1933
EXPERIMENTAL GARDEN SCIENCE
G. H. Holroyd, London 1938

BOOKS CONSULTED BUT NOT SPECIFICALLY QUOTED
HANDBOOK OF SUGGESTIONS London 1937
EDUCATION FOR THE NEEDS OF LIFE I. E. Miller, New York 1919
*EXTRA-CURRICULAR ACTIVITIES IN
SECONDARY SCHOOLS* E. K. Fretwell, Boston 1931
RECREATION AND EDUCATION International Labour Office, London 1936
THE ASSESSMENT OF EDUCATIONAL FILMS
(Scottish Council for Research in Education) London 1940

CHAPTER 4

THE SCHOOL PRESS

“Admirable typographical work, in which good design has shown itself in the beautiful lay-out of a printed page, is being accomplished in a good many schools, and its inclusion has been fully justified where type setting and printing constitute a valuable part of a course of work in book production. The success of this work, however, depends on the use of a good type, and machine for printing, and the cost of the equipment may prohibit its general introduction in schools.”¹¹ That a press can be a great asset to a school, few will deny, but with the statement that its cost may prohibit its use one cannot agree. Any determined schoolmaster can raise sufficient funds to acquire one. It is probably true that Local Education Committees will not be easily persuaded to grant funds for the purpose. A hand press can be made amateurishly, but rarely does it satisfy ; however, having made and used one, very few will be satisfied until they have purchased a satisfactory one made by skilled craftsmen.

The type of machine best suited for school purposes is the Hand Platen Press, the prices and sizes of which (British made) are as follows—

Size	Approx. price £ s. d.	Approx. Second- hand price
2 $\frac{1}{8}$ " x 3 $\frac{3}{4}$ "	2 15 0	
3 $\frac{3}{8}$ " x 5 $\frac{1}{8}$ "	6 0 0	
5"	10 0 0	
6" x 9"	14 0 0	
7" x 10 $\frac{1}{2}$ "	18 0 0	

(These are 1938 figures)

Handbook of Suggestions, pp. 259-260, Board of Education.

The cost of type is not heavy, and it can be purchased in small quantities at a time. The cost varies from 3/- per lb. to 6/-, while complete card founts can be bought from 5/- each. Type is usually sold by the pound.

The following description is of a press I ran in a Boys' Club.

An announcement to the members that such a group was to be started immediately interested about twenty boys (14-16 years of age). The next week the groups visited a small printing plant where a kindly proprietor gave us a small quantity of type. The following few weeks the group took to the woodwork room, and made two wooden hand presses, and the following pieces of equipment—6 composing sticks and 10 type cases. Quoins could have been made, but they are so cheap and more satisfactory that these were purchased. For the first month or two we practised our new craft. During this time a cheap used hand press (5" x 7") (not a platen) was advertised in the local press. This was purchased with three pounds borrowed for the purpose. The borrowing of the money acted as an added incentive, for the boys were very anxious to repay it with all possible speed. Our goal at this time was to pay for this small hand press, and acquire what was considered a real press, i.e. a Hand Platen Press, which we knew we should be fortunate to purchase for £15 second-hand.

The best efforts of our practice were displayed, and many orders were forthcoming from the staff and fellow-members. Our printing orders were first limited to visiting cards and postcards. Blank cards and postcards had to be purchased, and at the start our finances were in a straitened condition, but at

the end of two months they were easier, and we had a balance in hand. With supreme confidence the group committee then decided to purchase four more chases so that work could be prepared to keep our little press continually working. Prior to this purchase we had to wait for the chase coming off the press before we could prepare the next job. The first few months gave little work of interest, because of the necessity of making funds to pay off our debt. When orders for postcards and visiting cards became fewer we persuaded the library committee to give us an order for library membership cards. These were sold for one penny each, and brought in a considerable profit, as did the programme for a concert given by the dramatic group. The balance sheet for the first six months was as follows—

Cr.	Dr.
<i>£ s. d.</i>	<i>£ s. d.</i>
32 lots of 100 postcards at 2/6 per 100	Loan for Press .. 3 0 0
.. 4 0 0	Type 12 6
11 lots of 100 visiting cards at 2/6 per 100	3,500 postcards at 1/- 100 1 15 0
120 Library Cards at 1d.	1,200 visiting cards at 1d. 100 10 0
100 Programmes at 1d.	Paper and Card .. 2 0
2 Adverts. for back of same 15 9	Paper 10
	Ink 2 6
	4 second-hand Chases 16 0
	Balance 2 0
<hr/>	
<u>£7 0 10</u>	<u>£7 0 10</u>

When the loan was repaid we set to work to raise the necessary funds for a hand-platen machine. Our aim was twenty pounds, and this caused us to look round for more work. Orders for stationery became fewer from our own members, as the supplies purchased lasted a long time. We could have sought orders from tradespeople in the district, but this is a

doubtful expedient, which I have always avoided, for some small jobbing printer would be sure to suffer. We could afford at this time to work in more leisurely fashion, and began really to experiment, and enjoy the pursuit. We decided to print a club magazine, to be an annual. This was, ambitious, when one realizes that every page had to be printed separately, and allowed to dry before the other side could be printed. We used double sized paper which ultimately made four pages. We allowed an inch all round for trimming afterwards. With all four chases in action we managed to print two pages each evening. It took twelve evenings for the printing—three evenings for collating and stitching, and two evenings for trimming.

The literary content was arranged by a joint committee of the Library and Dramatic groups. Advertisements were obtained from local tradesmen who paid £4 4 0 for seven pages, while three cover pages brought in £2 5 0, making £6 9 0 for advertisements. The sale of 160 magazines at 3d. each made £2, making a grand total of £8 9 0. The cost of paper, ink, and thread, was 12s., and as some reward the members were given, and allowed to print, their own home paper at a cost of 7s., making a total outlay of 19s. The net profit, therefore, was £7 10 0, a good start towards the £20. Unfortunately, this account must finish there, for I left this Centre for other experiences. We had begun to study layout, and the arts of the typographer, and visits were paid to the local newspaper plant.

One might well ask if a school press is likely to give pupils a life hobby. It is not probable that a large number of pupils will buy hand presses, and start at home. The utility of a press in any community

is very great, and if a school possesses one, its Old Scholars' Association might have the use of it, and have a group whose interest would be continued. The production of lino-cuts, and wood-cuts, is a project which will give a person a life interest, and the opportunity to use it is a great incentive to continued interest. Further, a school press is undeniably a good influence in creating that ideal of service. Another advantage is the acute appreciation of good print, and tasteful lay-out, which is engendered. The part played by the printed word in our lives is so great that the knowledge of its creation is advantageous. The practice of proof-reading has some value. The part played by printing in the history and development of the human race is very great, and will be studied by pupils with a practical interest more assiduously than those without that practical interest. It is hoped that in the not too distant future each school will have its press.

SECTION III CHAPTER 4 REFERENCES

HANDBOOK OF SUGGESTIONS FOR TEACHERS
Board of Education, London 1937

BOOKS CONSULTED BUT NOT SPECIFICALLY QUOTED

THE DEWEY SCHOOL Mayhew & Edwards, New York 1936
(especially pages 240-248)

PRINTING & BOOKCRAFT FOR SCHOOLS
F. Goodyear, London 1926

EDUCATIONAL HANDWORK (a quarterly journal),
1930, 1931 and 1932. A series of articles, by L. T. Adams, entitled
"Letterpress Printing and Book Crafts for Schools"

CHAPTER 5

LANGUAGE, LITERATURE AND DRAMA

“ Language is a skill, an art, a feeling, and a doing: and in language the selected experience of mankind is concentrated for our delight and instruction. We may perhaps distinguish four main phases of the child’s relationship to language. There is a certain practical control of words and phrases that must be learnt, there is a capacity for reacting to the meanings of words, to their intellectual and emotional associations, which must be acquired; there is the power to organize words for the purposes of self-expression to be taught; and there is the experience of the best kinds of self-expression, of literature, to be gained.”¹

The importance of what we term in the curriculum English Language and Literature is everywhere recognized, and anything we can do to forward these studies deserves our careful consideration. In the past there has been much confusion as to the goal to be achieved, and often the instruction in the subject has been uninteresting and uninspired. The study of our Language and Literature in Senior Elementary Schools is usually grouped round two main divisions—

- (1) Writing
- (2) Reading

Under the first heading we include composition, and all the language study deemed necessary to achieve competence in this. The amount and manner of teaching of the language study varies from

¹ *Handbook of Suggestions*, p. 350-1.

time to time. Grammar has been at times condemned outright, and then later considered necessary, and later still a compromise suggested that it was necessary but that it was not essential to have formal Grammar, and that it was better called Oral Composition, or Exercises in Composition. We are here concerned primarily with the activity as it concerns man's leisure, though it must be conceded that English Language concerns man's whole life, his work, and his leisure.

Sir Philip Hartog maintains that "our present system of teaching the mother tongue fails to introduce that minimum of competent literacy, which we have the right to expect from our schools."² He further maintains that in real life a man writes to, or for, an audience, and that he does not simply "write" as he has to do in school. In other places in this book the need for contact between a subject and its application in everyday life has been stressed. In the article referred to, all written compositions are divided into two categories, "the 'record', something written for oneself, and the 'message', something written for someone else—it may be to interest, to amuse, to instruct, to persuade, to direct."³ Great emphasis is placed on story-writing, and the criticism of a pupil's work by himself and his fellow pupils. With all this I am in agreement, and the problem I shall try to solve is how best one can achieve success in the teaching of English Language and Literature—so as to make them leisure time interests.

The principal use an ordinary adult has for language is, of course, speech, and harsh uncultivated speech

² *Educating for Democracy*, p. 202, Chapter on *The Teaching of the Mother Tongue*.

³ *Educating for Democracy*, p. 203, Chapter on *The Teaching of the Mother Tongue*.

can be a great hindrance to a man. In his leisure it may prevent him from joining in the circles of cultured people he desires to join, but I will deal with this later. The only written language used by the ordinary man in his leisure is letter-writing, and in this the ordinary Englishman's weakness is proverbial. Some will say that letter-writing is a lost art, but I do not believe it should be so dismissed. Letter-writing is taken in most schools occasionally. By many teachers it is taken when marking is not quite up-to-date, and is regarded with suspicion by some Head Teachers, as the quantity written by the pupils is generally less. It seems to be expecting too much from a pupil if one looks for originality, or absorbing interest in the usual school letter. This is generally a letter to an imaginary cousin in a phantom town, telling him of ephemeral happenings, and to crown all, is mostly written in an exercise book.

The answer to this problem is to let pupils write real letters to live people through the medium of a Correspondence Bureau or some similar organization. This organization can be run by two or three boys, and is not like the usual school society. Every scholar is a participant, and the work should be done in the English lesson. This does not mean that there are not occasions when it will be a good thing to let scholars write their letters at home.

In the two schools where I have organized this activity a very similar procedure was followed. Every part of the British Empire contains English speaking boys, and in contacting these it is best to choose towns very carefully so as to get a variety of climates, industries, and modes of life. In this way Geographical studies are helped as well as English.

One class had corresponding pupils in the following towns—

Vancouver, Winnipeg, Halifax (N.B.), Aden (British Military School), Adelaide, Durban, St. Louis (U.S.A.). A letter was sent to the Chief Education Officer, asking for his collaboration, and enclosing a letter for a Headmaster of a suitable school in the district. Copies of the letters sent are as follows—

*The Chief Education Officer School
.....

W. Australia

Dear Sir,

I am endeavouring to form a Correspondence Bureau at the above School, and I should be grateful if you would pass on enclosures, after perusal, to some Head Teacher in your town whom you think would be interested in the project.

Yours

.....

School

The Head Master

..... School,

.....

Dear Sir,

Enclosed you will find a list of twenty scholars of mine who would like to correspond with twenty of yours. I am of the opinion that the project would be mutually beneficial, for my scholars intend to write on the geography of the neighbourhood, and current news, and they hope later to exchange with your scholars photographs of the neighbourhood. You can rest assured that nothing undesirable shall be sent, for I shall have personally read each letter before it is sent. If, by return, therefore, you could send me your list, my scholars will write their first letters, which shall be sent in one parcel with as little delay as possible.

Yours

.....

To the Headmaster was sent a list of scholars anxious for correspondents, and a little information likely to be helpful. Such a list would be as follows :—

⁴ *The Organization of School Societies*, p. 143, G. H. Holroyd.

Name	Age	Scholastic attainments	Hobbies	Games	Date of Birth
Tom Brown	12 $\frac{1}{2}$	Average	Scouting	Football 1st XI	
Geo. Burton	11 $\frac{3}{4}$	Very intelligent	Music Reading	Football 2nd XI	
Fred Cotton	13 $\frac{1}{4}$	Backward	Pets	Cricket 2nd XI	
John Derby	13	Average	Camera Stamps	Cricket 1st XI	

Very few refusals to co-operate will be received, and often the links thus formed give a pupil a life interest. Perhaps if this were universally adopted, the brotherhood of man, so much desired, would be a few steps nearer realization. When foreign languages are learnt the scheme can be further extended. I have seen practical results in two schools, and its possibilities are so great that I feel strongly that no school should be without its Correspondence Bureau. If travel is an educator, correspondence can be a second best, bringing out, and encouraging, facility in letter-writing, which removes that stodginess long considered an attribute of an Englishman's letters. Further, good letter writing is calculated to encourage the growth of personality, and make a man interesting to his fellows. Another important consideration which should be stressed is the interests of the recipient of a letter.

Other forms of written English are much encouraged by the production of a good school magazine. There has, of recent years, been a growth in the number of school magazines, but in 1927, when the writer established his first school magazine in a city elementary school, it was the first printed magazine in the elementary schools of that city. Even now they are comparatively few, and some of those are capable of much improvement. Despite the fact that most schools would welcome one, there persists a belief that the project is difficult financially, and

yet a school of less than a hundred boys in a country district produced a most artistic printed magazine. Contrary to general belief, a magazine can be most profitable, even in a fairly small school, while the very small schools (40-60 pupils) in a district can combine and join in this useful project. Where a school has its printing press a school magazine is always most profitable.

" You have in a school magazine a permanent record of some of the best work of the school, and, in addition, you have an incentive for the production of good work. Although you will probably decide at first to publish your magazine once each term, the production of the same should not be left until a week or two before press day. Systematic preparation throughout the year results in much better magazines.

" An important consideration is how far the teacher is to help in the writing of the articles. Some school magazines are excessively pruned examples of the best work of the school. This is a mistake, for it means that only the best people will have an opportunity to write, and the interest will be held by just a few scholars. If the majority of the scholars never have a chance, then a school magazine is almost useless. On the other hand, I have seen magazines where uncorrected work, containing spelling and grammatical errors, was printed, and the effect was not pleasant. One has to decide just how one is going to obtain material. In considering this, one should aim at including work by as many scholars as possible. The work should be representative of the whole school. Spelling errors should be corrected. The work is still the boy's work if he is allowed to correct his errors. A Fleet Street editor will not turn work

down for one or two spelling mistakes, nor will he leave them uncorrected.”⁵

The school magazine provides the audience for which contributors write. A magazine will contain various items, as for example, Short Stories, Poems, Descriptions of Humorous Incidents, Articles, Reports of Various School Societies and Articles, Old Scholars' Section, School Prize Winners' List, Scholastic Attainments—while a brief list of scholars worthy of encouragement under the heading “Teachers' commendations” has a good effect on the average scholar who realizes that by hard work he can receive mention in the school magazine. In one school magazine I found this page was headed as follows—

TEACHERS' COMMENDATIONS

To the following, who have made the most conscientious effort during the past term :

FORM IIIA John Lord Aubrey Smith
 , Sam Ormonde Fred Fisher

If a school magazine is issued once a term there might be a criticism that the “audience” provided for the writers was only available three times a year, but this is not so, for preparations for each magazine should go on throughout each term, and throughout the school. Further, to remove this criticism of only having an audience three times a year, weekly readings of the best work should be given.

INCOME	EXPENDITURE
Advertisements : 8 half pages at 6s. 6d. ..	£ s. d. £ s. d.
12 0	Printing 6 0 0
8 quarter pages at 4s. ..	Blocks 15 0
3 one-sixth pages at 2s. 6d. ..	Postages 2 6
3 cover pages at 9s. ..	7 6
300 magazines printed ..	5 18 6
240 sold at 3d. ..	3 0 0
	<u>£8 18 6</u>
	Profit .. £2 1s. od. <u>£6 17 6</u>

⁵ *The Organization of School Societies*, p. 24, G. H. Holroyd.

The magazine was published by a committee constituted as follows—

Editor (a teacher)

Associate Editors (two or three scholars)

Poetry

Prose

Illustrations

Sales Manager (a capable scholar)

Advertisement Managers (a teacher and two scholars)

Cashier

Committee Members (a representative from each form or society)

If the school societies are not numerous, a representative from each would be helpful. One does not want to have an unwieldy committee, yet one must be sure of the co-operation of every possible person in school.

The advertisements were not difficult to obtain, especially when it was pointed out that they were cheaper than printed and delivered leaflets. We roneotyped some slips (7" x 5") on which was printed—

ALLERTON SCHOOL MAGAZINE

I..... agree to take up..... page in the above magazine for..... issues at per issue..... in all.

(Signed).....

This read when completed—

ALLERTON SCHOOL MAGAZINE

I, Robert Smith, agree to take up one-half page in the above magazine for the December, March, July, and October issues, 1932-1933, at 6s. 6d. per issue, £1 6s. od. in all.

(Signed) Robert Smith

This was our form of agreement. As the magazine grew in quality and circulation we reduced the number of advertisements slightly, and charged a trifle more.

The help which a magazine gives to English and

Art is not its only virtue. The business training is useful to any boy or girl, no matter what his or her future may be. If one opens a current account with the local bank and pays accounts by cheque, the scholars can be shown the proceedings, and so they have business experience at first hand. Signing a cheque is to pupils a great novelty, and these proceedings will help to make scholars more acquainted with the facilities which banks offer and with methods of doing business. Then there is the book-keeping involved, besides the counting of words for our junior pupils. Duplicate receipts should be issued for receipts from advertisements, and these can be made out by the cashier.

With any profit made there are many ways of further encouraging interest in our language. A small payment can be made for articles and stories ; literary prizes, and prizes for competitions in the magazine help to create interest. Very often the Editor of the local newspaper will take an interest if invited, and will often take matter for the children's page of his newspaper from our contributor. The fact that there is normally a wide field for free-lance writers makes possible the provision of a leisure pursuit for the more talented writers.

If written English were confined to the Correspondence Bureau and the School Magazine, it would certainly be somewhat limited in scope. There can be provided a much wider audience by the adoption of several other devices. Among these play writing should be extensively encouraged. The Dramatic Method has everything to commend it, and the written work done for other subjects of the curriculum (e.g. History, Scripture) is much more effective if the material is presented as a play. Play writing

in English is a most necessary activity, and should be started as soon as writing starts. There is no doubt that expression is much richer where the children have been "bred" on play-making.

Another method of encouraging good written English, and an interest in our Literature, is in the establishment of a Readers' Guild. The following could be the activities—

- (1) Weekly meeting for story-telling (i.e. stories or interesting accounts by members read aloud).
- (2) Readings of dramatic selections from authors whom scholars can appreciate, with biographical details of the author. These can be given by enthusiastic teachers and interested adults
- (3) Debates and discussions and papers on literary subjects by teachers and scholars
- (4) Visits to places of literary associations
- (5) Deputations to hear interesting lectures and readings in the neighbourhood
- (6) Collection of books and raising funds for the purchase of same
- (7) Purchase or use of members' papers of literary interest (*John o'London's Bookman, The Times Literary Supplement*, etc.)
- (8) Collection and purchase of magazines for library
- (9) Organization, and staffing, of the School Library

Of course, a Readers' Circle, like any other group, has its officers, and its organization is similar to most other school societies. It is in Section 1 where direct encouragement is given to English Language, although most of its activities give indirect help.

Literature and Language are so interwoven that

help to one phase is always help to the other. With Literature one always associates a Library, and every school should have one. If the school is not provided with one, then one should be created from a classroom. The Library might be the focal point round which the curriculum and activities are built. If a classroom is adapted for this purpose, desks should give way to tables, and the room should not only be equipped with book-shelving, but so arranged that small readers can readily get the books they require. Training in the use of a library is an essential, but many schools make no attempt to do this. Every child should be taken to the local libraries and shown his way about. Librarians will usually be only too glad to co-operate. Further, the system of classification used in the local library should be the one used in school. Many libraries now use the Dewey Decimal Systems, and it is a wise precaution in libraries now using this system to enquire if they are likely to change in the near future. The acquisition of suitable books is often a problem when local authorities are parsimonious. In my own experience we overcame this difficulty by inviting pupils to bring gifts of books to schools. Most of the books brought were lurid novels, but the local secondhand bookseller had a ready market for these, and with the credit we obtained some very good books. Far too often in the past have school libraries been a miscellaneous collection of disused text books, and specimen copies.

It is not sufficient, however, to provide only a good library, and although the members of a Readers' Club, or Circle, are likely to use that which they have worked for, we should aim at a hundred per cent interest. The functions of the Readers' Circle

should help, but it must be emphasised that the Library should be used extensively in lesson-time. The Library should have its reference sections which should include sections devoted to books on the various hobbies, which form the subject of the various school societies and activities, in addition to the sections devoted to the various subjects of the curriculum.

The whole question of the efficiency of a school's English studies centres round the enthusiasm and efficiency of the teacher. The Board of Education stress the fact that every teacher in the elementary school should be a teacher of English, but it cannot be denied that the number of teachers capable of engendering enthusiasm for our language and literature is very limited. As with music, and other "artistic" subjects, the subject is "caught" rather than taught, and the Secondary Schools where the future teachers receive their early training are not without blame. It is a commonplace even among men who have overcome the handicap of "over teaching" in the Secondary School, that there are certain classics they cannot think of without repugnance. The preparation of "set books" is often not conducive to a love of those books. So in the elementary school, where English is taught in the cold academic manner, the adjuncts in the nature of societies such as the Readers' Circle, the Library, the Magazine, and the Correspondence Bureau will be of little service. It cannot be too strongly emphasized that good English should permeate the whole of the school work, academic and social.

Fortunate is the pupil who has a teacher capable of firing his enthusiasm for a book (or a poem) by his able reading of a dramatic incident from that book.

This method I have found the most effective in introducing a book to children, and in giving them the desire to read it. I find no sympathy with the books termed "Readers," containing snippets from our literature, incomplete in themselves, and where, as very generally happens, real literature is excluded. The dull reading in turns round the class of such books cannot be calculated to give a child a love of literature, and we must continually remember that in reading we have a most powerful possibility for the wise use of leisure. School life is of short duration, and as the Senior School is the only place where one can introduce the books to which a child will turn when grown up, the teacher often wonders how he can reveal the vastness of our literary heritage. The practice of "taking" one book per year means that a child has read only three books when he leaves, and further that the thoroughness with which he has been plagued for each year has given him a distaste for reading. The introduction of skilful abridgments would mean that a child would have an introduction to a larger number of our classics, and that those portions which are tedious, or difficult for the child are omitted. Even with the adoption of abridgments the time in school is still inadequate for our purpose of introducing our children to a reasonable amount of our literature. After interesting a child in a book he should be allowed to take it home to read.

Skilful abridgments will be suited to the age of the child. They will contain incidents which he will understand and like, and the vocabulary will not make the reading too laborious. A child likes action and adventure in his reading, and those incidents should predominate. If children were given really skilful abridgments there is every possibility that the

worst of the “penny dreadfuls” would be eliminated, and as these often lead to “Peg’s Paper,” and that type of reading, there is every hope that the graduation processes might also suffer a severe decline.

Modern authors should also be read, though often there is some reluctance on the part of some school-masters to introduce them. Of course, abridgments are not possible, but many modern writers are well within the comprehension of our senior pupils.

“One can hardly avoid a word about the ‘classics’ of English literature. That they have been monstrously overdone in the past by the vaulting ambition, or by the conventional timidity of pedagogues, is a familiar and not unjust accusation. How many thousands of our citizens, having once left school, resist ambition and cry, ‘We will proceed no further in this business’? The real problem that should engage the teacher of literature is how to produce confident readers, who, as citizens, will not only use libraries, but will also know how to discriminate between the various processes which are loosely identified under the term ‘reading.’ Confidence is not to be obtained by the imposition of standards revealed in certain works called ‘classics.’ The list of ‘classics’ is not finally closed, and it is a healthy sign that many teachers to-day think it proper to consider the claims of modern authors to the attention of young readers. There is, of course, the danger that too much may be sacrificed to curiosity and novelty, but there is at least equal danger in trying to insist that there are certain standard authors that it is the duty of every educated citizen to like.”⁶

Book reading for speech training tends to destroy a liking for the book as literature. Speech training

⁶ *Education for Citizenship : English*, J. C. Dent, p. 373, *The Journal of Education*, August, 1940.

can be left to the dramatic work, although some educationalists pin their faith to "tongue twisters," and specially prepared sentences. Whether intonation, and pure speech thus acquired will be practised widely, is debatable. Much can be said for verse speaking, and careful collaboration between the teaching of singing and speech training, and good results have been achieved. Children are often excellent mimics, and a popular teacher who speaks well will probably achieve much in speech improvement without deliberate effort. Reproduction of information acquired in silent reading is a speedy method of testing, and while the reproduction will often be a copy of the author's style and vocabulary, if the author is good, children will have done much to enlarge their own vocabularies, and to give their utterances style. In girls' schools particularly, "playing at school" can be a profitable pursuit, and we have in this Pestalozzian practice something perhaps unorthodox, but something which raises a problem, that of child teaching child. Personally, I am all for it, and have known of many occasions when a child succeeded in teaching a child where a teacher had failed. Oral criticism by children of the speech of other children can be valuable.

"After every speech exercise, corrections should be collected from the class, and this oral correction should never be omitted. It breeds the valuable habit of listening to speech critically, and what is perhaps of equal importance with children it emphasizes the existence of a speech standard. All this will take time; but time is not of the essence of the contract. 'By learning to speak with precision,' says John Morley, 'you learn to think that correctness and right expression is a part of character.' The

school that cannot find time to seek and ensure these high aims, stands self-condemned.”⁷

It has been said that as the poet lives in a world of emotion, and the child too is emotional, and that as the creative urge is strong in both, verse-making is a pursuit. ⁸Certainly both the poet and the child delight in the pictures, colour, the rhythm and music of words, and we are anxious that the child shall recognize beauty and try to record it in a beautiful fashion. In effective practice verse-making goes hand in hand with a study of poetry, and with very young children imitation of couplets will usually be found expedient. From successions of couplets one considers the four line verse, rhythm being constantly in mind. The setting of couplets to melodies has been found helpful, and the close connection between the music and rhythm is useful. Further study through syllables to feet will take the competence of the children to various forms, and so to satisfying verse. Verse-making is a pursuit which could be a widespread leisure occupation. It can be practised at any time and requires no tools other than pencil and paper. But I look to verse-making in school, principally as giving an eye to beauty, articulate and emotional, and to a better appreciation of poetry. In all artistic subjects where lessons on appreciation are desirable, I feel convinced that these are best taught through ‘doing,’ and so in attempting to write poetry, there is a better chance of understanding poetry. The ability to write Latin verse was once the mark of a liberal education : perhaps the ability to write English verse will some day denote the same.

It is certain that in one or two generations in the

⁷ *The Teaching of English*, p. 39, W. S. Tomkinson.
⁸ cf. *The Teaching of English*, p. p80-84, W. S. Tomkinson.

past our citizens were not so reluctant to express themselves in verse (e.g. Elizabethans), nor for that matter were they as reluctant to sing at sight.

Drama is now one of the regular features of all the best English curricula. With the acceptance of Drama comes the question of the Dramatic Method, one of the most effective teaching methods yet devised. When this method is adopted, wherever possible, a school Dramatic Society is necessary to give full practice to the Dramatic composition. In fact, each class should be a Dramatic Society in miniature. Too often in the past has Dramatic Work been the privilege of the few pupils with histrionic talent. The contribution which play writing can make to a child's written English is very considerable. To be most effective, play writing should be begun in the Infant School. At first the little play will be written on a blackboard by the teacher who will at first be required to give much coaching to the children.⁹ By the time children so trained in the early stages of their education reach the Senior School the output of plays and dramatic incidents will need some opportunity for performance outside the maximum time that can be allowed in school. Of many subjects of the curriculum plays will be the expressional work, and judging by much of the "academic" type of questions set, and the stereotyped note form answers one has to read even in Secondary Schools and Universities, an answer in the form of a short dramatic dialogue, or little play, would be a refreshing feature. Certainly in our elementary schools much of the written work could be in dramatic form with great advantage. Terse, virile, imaginative prose will be the result.

⁹ cf. *Drama in School*, pp. 19-20, G. H. Holroyd.

When every class in the school has its Drama Group, the school Dramatic Society is not only a "live" activity, but almost an essential one. Its organization should include committee members from each class, and while it is natural that the older scholars should take a more active part, many offices should be understudied by younger scholars. The plays performed by the Society will usually consist of the following—

- (1) Plays by scholars individually and collectively.
- (2) Plays by dramatists.
- (3) Dramatized incidents from Literature, History, etc.
- (4) Musical Plays in collaboration with the School Music Society.

The performers will usually be drawn from all forms, but class activity should also be encouraged by the Society. Thus some performances may consist of three plays, one by each of three forms. In actual practice it has been found that one-act plays are most suitable, for it is difficult for children (and adult amateurs for that matter) to sustain adequately a three-act drama.

The officers of such a Dramatic Society will vary with the number and type of the other societies, but the following offices are necessary whether they are performed by individuals or societies—

The usual offices of President and Vice-presidents, Secretary, Treasurer, Librarian, Producer for each group, Leaders, one for each group, Stage Manager, Artist, Advertisement Manager, Scenery and Stage Directors and Assistants, Wardrobe Organizer and Assistants, Call Boys, Musical Director, Prompters, Business Manager and Assistants, who will organize seating, refreshments, etc., Electrician and Assistants.

Some of these offices will have to be filled by a teacher, or supervised by a teacher, as for example, Producer.

Some other activities of the Dramatic Society might be—

- (1) Care of Dramatic Section of Library.
- (2) Arrangements for visits to the adult theatre.
- (3) Liaison with the local amateur societies.
- (4) Care and maintenance of a Dramatic Wardrobe, and of stage properties.
- (5) Creation of funds.

As a fine training helping our dramatic performances, the sister art of mime should not be neglected. It, too, should start in the Infant School. The art itself, besides encouraging graceful movement and expression is a fine incentive to quick perception and imagination. Elocution, particularly the recital of poems had, and still has, in many schools, a recognized place in the curriculum. The results were not generally very encouraging, and most of us have vivid recollections of the school show—particularly Sunday Schools—where the interminably dull recitation of poems was scarcely a much appreciated part. Speech training on the right lines is very helpful, and the encouragement of good musical speech is to be commended, but it is probable that this is best achieved through Drama. The slangy harsh speech of many of our children is an ugliness which we should try to remove, and is certainly a handicap to the future citizen who might wish to join cultured circles, where a reasonably good standard of speech is expected. This is not to suggest that any exaggerated affected utterances should be encouraged, for both extremes are ostracizing in their effect.

If Music and Drama were to become really vigorous movements in every school, Schools' Music and Drama Leagues would be most effective necessities. So much could be done for the profitable employment of leisure in these two directions that it is my earnest hope that these movements will advance. I have had experience in two towns of a Schools' Music and Drama League, and while both gave one a vision of the possibilities, each in some respects was disappointing. When one sees four or five schools in one district giving the same plays in one season, some school lacking the properties another possesses, a school in a poor district being compared unfavourably in its efforts with a neighbouring school in a better class district, and neighbouring schools giving public performances on the same evening, one realizes that co-operation is badly needed. I would suggest that co-ordination effected by a Schools' Music and Drama League would do much to make not only children but their parents conscious of our wealth of Music and Drama, and that one result would be the improvement of professional entertainment in the theatre and cinema.*

"To develop a league in any town it is desirable to have a central hall at the disposal of the schools taking part. There are many such in our large towns where the owners (often Sunday Schools) will, for a nominal sum, co-operate in this way. If teachers are enthusiastic, it is through such a league that a Children's Little Theatre can be developed. The advantages of a Little Theatre are many. A large wardrobe and numerous stage effects are available for every school to borrow, and a large musical library becomes accessible, as effects are pooled.

* cf. Article in *Bradford Education Committee Journal*, October, 1929,
G. H. Holroyd.

Funds ultimately exist, and these are useful for the purchase of additional music and effects. Each school in the area can be allotted certain days on which to present its entertainment. By carefully preparing the season's programme beforehand there would be continuity and no overlapping. If the plays were given in chronological order they would be a help, and performances could be given especially for scholars, who would thus be able to see other schools give their plays, and pupils would so gain a useful knowledge of stagecraft.

On the musical side a central choir could be formed, and under the auspices of the league a Musical Festival might be held. The child who attended would thus be hearing the best of good music each week, and so his appreciation of good music would improve. A central orchestra might also be formed, and this would be invaluable for the members. It often happens that in a school there are several good instrumentalists, but not sufficient to form an orchestra. What an orchestra some of our musical towns could produce among its youth if such a plan were started !

One of the many results of such a movement is an increased interest in the work of the schools. Saturday morning performances, or some time when the schools are closed, would give children excellent opportunities of seeing good plays every week, given under good direction and with all the care which it is possible for teachers to exercise. The financial results are excellent with careful management, and the gain can be applied to many useful ends. Scholarships and exhibitions can be given to the most promising and tuition to those who would benefit by it. Any school without an experienced coach

would be able to apply to the League Committee who, knowing all the schools' producers, would probably be able to find a producer willing to give a few hours. By hearing and sometimes participating in good music and good plays every week, many of our future citizens would become fond of the best."¹⁰

Drama, efficiently organized and used, can lead to a better understanding and appreciation of our rich heritage of literature, and to a great improvement in the writing of our future citizens.

¹⁰ *Drama in School*, pp. 73-74, Chapter XV. A Children's Little Theatre.
G. H. Holroyd.

SECTION III CHAPTER 5 REFERENCES

HANDBOOK OF SUGGESTIONS FOR TEACHERS
Board of Education, London 1937

EDUCATING FOR DEMOCRACY
Cohen & Travers, London 1939

*THE ORGANIZATION OF SCHOOL SOCIETIES
AND OTHER ACTIVITIES* G. H. Holroyd, London 1933

DRAMA IN SCHOOL G. H. Holroyd, London 1935

*THE OFFICIAL JOURNAL OF THE
BRADFORD EDUCATION COMMITTEE* October, 1929

THE TEACHING OF ENGLISH W. S. Tomkinson, 1935 edition

BOOKS CONSULTED BUT NOT SPECIFICALLY QUOTED

THE RUDIMENTS OF CRITICISM E. A. G. Lamborn, 1921

ON THE ART OF READING A. T. Quiller Couch, 1920

THE EDUCATION OF THE EMOTIONS
Margaret Phillips, 1937

CHAPTER 6

MUSIC

The importance of music as a subject of the curriculum was, until comparatively recently, not considered vital. In many schools it is still the Cinderella of the curriculum, and the time allotted to it is very meagre. Yet it is admitted by many authorities on Education that no subject is more stimulating, or has a greater power for sustained life-long interest. A large proportion of our people like music even without understanding it. It is at once admitted that reading is another pursuit with great capabilities, but I think that if music could be given as much time in school one of the results would be that our future citizens would achieve equal facility in music-reading with an added zest for the occupation. That the quality of the music appreciated is poor, or that musically the masses are poorly educated does not, I think, affect the argument that in music you have a basic interest which is a great help to its further study. In fact such a widespread interest ought to be capable of tremendous possibilities. A world without music is unthinkable.

That this universal art and language, music, has been more debased possibly than any other, does, I believe, reflect on our system of musical education, and on the quality of our music teachers. So rarely in our elementary schools does one find a trained competent music teacher that it is little wonder that such poor results are evinced. It is a fault in our elementary

system that while very few schools are without one or two teachers, very capable in such subjects as Arithmetic and English, so many are without a good teacher of music. This is all part of a vicious circle, for the lack of candidates for training as music specialists reflects on the lack of inspired teaching when they were at school. It must also be stated that until comparatively recent years the Board of Education did not encourage such specialization. Further, music was very often one of the subjects omitted from the secondary school course in its later years, because it was not a subject for matriculation. This has been remedied, but it is doubtful whether the theoretical approach necessitated by School Certificate conditions is such as to encourage music lovers.

So many Inspectors complain of the great dearth of pianists in schools, but little is done to remedy this. It is a serious handicap to music teaching if a school does not possess a pianist. This is being remedied in one large city (Bradford). Here there are Evening Classes in pianoforte playing at various Centres. In one Evening Institute there are two first year classes, two second year, and two third year. At the end of the second year the students are able to play most of the ordinary songs they might wish to accompany in school. So this Authority is obtaining twenty-four capable school pianists every year (12 per class), and it will not be very long before each school has several capable pianists. There is no reason why the teaching of the piano should not be extended to the children. The only difficulty at present is the fact that twelve pupils is the maximum a skilled teacher can follow at once. The usual method is for each child to have a keyboard of two octaves (usually in board, or sponge

rubber) and for them to take turns at the pianos (one or two) which the school possesses. The children with the keyboards play with the one on the piano. It should be easier with the type of toy often called a dulcimer. This has a keyboard and hammers which strike flat metal plates. At present no manufacturer has put on the market such an instrument of uniform pitch, but when this is done the teacher will be able to hear wrong notes as well as see them.

Those areas where a local Music Organizer has been appointed are generally much further ahead than those without such an enthusiast. It is hoped that in the not too distant future there will be Musical Advisers to every Education Committee, just as there are Physical Training Organizers.

It may, or may not, be significant that in the *Handbook of Suggestions*,¹ music comes earlier in the book than any other subject save Physical Education, and that informed opinion rates it as one of the best sections in that official publication. The treatment of the subject is very thorough, and there is little doubt that were its suggestions really practised the standard of music teaching in the elementary schools would be much higher. It recommends daily practice in sight reading, which is not common, and if reading music were to become as easy to a child as the reading of prose, then there is no doubt that much of the learning of songs by ear would disappear. This chorus repetition, so frequently the only method of song teaching in many of our schools, does very often ruin all possibilities of the children ever really making much progress in the subject. It is, however, admitted that until children have become

¹ cf. *Handbook of Suggestions*, Board of Education 1937

proficient in sight reading, the teaching of songs by sight reading may be a laborious practice.

Some children and some adults are endowed by nature with beautiful voices, but quite a large proportion are not so endowed, and this has, until quite recently, been a great handicap in elementary schools, where few children had the opportunity to learn an instrument because of the expense. This has now been overcome, and there is great hope for the future of music, if the quality of the teacher material is forthcoming. I refer here to the growth of the Percussion Band, highly praised in the *Handbook of Suggestions*. Furthermore, there is a more recent development of even greater potentiality than the Percussion Band, and that is the revival of the Recorder. The Percussion Band can, and often does, start in the Infant School, while Recorder playing is usually confined to the Senior School. It will be a great pity if, in the future, however, Percussion is omitted from the Senior School, for the two, Percussion and Recorder, can function side by side to great advantage.

For several years the necessity has been recognized of including what was termed musical appreciation in the curriculum. This was fostered in the first instance by the following methods—

- (1) Talks about our great composers
- (2) Gramophone recitals
- (3) Visits to concerts given by our larger orchestras

These methods, while of some value if they are accessories to previous training, are of very little value in themselves. It is futile to take a class of children to a good concert if they are unprepared for it. Perhaps we have tended to concentrate too

much on these externals in the past. The advent of the Percussion Band and the Recorder has certainly altered this, and there is, at present, no better way of encouraging musical appreciation than by these means. If standard orchestral pieces are played by the Percussion to the accompaniment of the gramophone, or the piano, children will soon learn to appreciate good music.

Recorders can now be purchased for a few shillings, and are within the reach of the smallest purse. One of the great advantages of the Recorder is that children will want to take it home in order to practise. Most, if given opportunity, will wish to purchase their own, a procedure to be encouraged even if it means accepting the payment in small weekly contributions. In the *Handbook of Suggestions*, pipe making is advocated, but my own experience, in actual practice and by observation of at least a dozen schools where this craft has been tried, is that rarely does a class, or a small portion of a class, turn out satisfying pipes. The bamboo easily splits, and is not a very satisfactory medium, and while when successful the making gives good ear training, the practice of purchasing a Recorder, and "getting on with the music making" seems advisable.

A sound music course in schools, of which space forbids adequate treatment, should be supplemented by activities designed and organized to foster life-long adherence to the subject. I have emphasized the necessity of "doing" rather than hearing, and while both have their place, for the complement of a good performer is a good listener, a child should be prepared for social anticipation. To this end the following activities should find a place in the Senior School—

(1) A Choir	(a) Percussion
(2) Instrumental Activities	(b) Recorder
(3) Radio Group	(c) Orchestra, where
(4) A Music Society	possible

These are some suggested groups, and they may be organized as one, two, or more, societies. It will be seen at once that sufficient time could not possibly be spared from the time-table for the complete exercise of all these activities in "school time". Around these four groups I hope, however, to suggest subsidiary activities, which will bring every scholar under the influence of good music.

In even the smallest school a school Choir is practicable, and although one occasionally has applicants whose singing, due to a limitation of nature, would spoil the work, yet most of the applicants will be keen and capable. A question one has to decide is whether one shall enter competitive Festivals, or merely utilize the Choir for school concerts and recitals. Both are useful stimulants, but the former can be overdone, for if too many are attempted in the year, the intensive training sometimes necessary is apt to spoil real appreciation. "Undue concentration on the one or two pieces set for a Festival is contrary to the spirit of music."²

Non-competitive Festivals are a valuable experience, and the recent growth of these is encouraging. The frank criticism of a sound critic outside the school is very helpful. Having adult procedure in mind it is useful to have Choir officials, Secretary, Treasurer, and Librarian, being the most usual. These may be singing members, but here is a chance to employ those unsuccessful aspirants, whom nature has endowed with a poor singing voice. It is a mistake

² *Handbook of Suggestions*, p. 214. Board of Education.

to go to the trouble of learning a piece for the Musical Festival if the Choir is not allowed to sing the piece at subsequent school concerts. The non-competitive Musical Festival where the school choirs of a district get together and give some massed singing as well as individual performances can be a very inspiring occasion. It is hoped that this idea will extend throughout the country.

The Percussion Band was first introduced into schools to assist young children in the appreciation of rhythm. The instruments were therefore small, as they still are for the very young. It was soon realized, however, that the Percussion Band could do much more than that, and now it is often used in Senior Schools where the instruments are larger, and are often the size of orchestral instruments. When scholars thus equipped are given the actual scores, and are allowed to accompany a full symphony orchestra (usually on the gramophone), we are going a long way in our musical appreciation, for they will get to know our musical heritage much more intimately than by merely listening. Although actual class work with Percussion instruments is advocated, a school Percussion Band for those scholars most interested should find its place in every school. There is a world of difference in the good and bad playing, even of Percussion instruments.

After many years unceasing search for a melody instrument economical in price, and certain in pitch, the rebirth of the Recorder is of great importance. Many experiments with other instruments, such as the violin and the cornet have been made, but most have failed for one or more of the several reasons.

- (i) Long periods of practice before any satisfying result

- (2) Price
- (3) Size and inconvenience of handling
- (4) Difficulties of class teaching

The Recorder satisfies all conditions, and I know of many schools where almost every scholar has one, and of districts where one will see a child playing his Recorder in most unexpected places, for the Recorder is not only a social instrument in the sense that great joy is experienced in playing with others, but it is a satisfying solitary instrument with a beautiful tone. Now, while Recorder playing should be a class activity every school should have its band. Here the more talented may be encouraged to play the treble, tenor, and bass Recorders, and so give a most complete finish to performance.

A School Orchestra is a most useful feature in any school, but in many elementary schools, especially in poor localities, this is impossible. All the difficulties mentioned in the last paragraph prevent, at any rate for the present, a large extension of the number of School Orchestras in elementary schools. If, however, a school possesses a nucleus of children playing various instruments a start can be made. It is rare that one finds a teacher who can teach many instruments, but there is no reason why a string class or two should not be started if sufficient children are willing. A competent peripatetic teacher will often give lessons to a small group at a low cost, which, shared out among the children, would work out at not more than 1/- a lesson. This scheme has been, in my own experience, successfully achieved, and while at first interested adults helped it was eventually possible to have a very satisfactory combination from the scholars and staff. The cost of instruments is always a difficulty, which can be over-

come through school funds raised by concerts, and other means. Many of our orphanages have their brass and string bands, and more might be done in our elementary schools if sufficient enthusiasm were engendered. In any case every school should have its Recorder and Percussion Bands.

There is no doubt that musical composition is a stimulating and interesting exercise. As with play writing it ought to have its place early in a child's musical education. In the Junior School a child might write short phrases, and by the time he reaches the Senior School he ought to enjoy trying his hand at the setting of lyrics to music. To encourage this, I found it useful to play over every child's melody, harmonising and filling in as best I could. Children were always extremely pleased at these performances, and as time for this exercise was so short in school, much of it had to be done out of school. The best pieces can be orchestrated for Percussion and Recorders with most gratifying results to the composers. It is certain that when one has tried to create anything, perhaps with a very clumsy result, one is much better able to appreciate or enjoy the work of genius.

The place of music in the modern background against which we live must receive consideration. Much bad music is a constant background, and in overcoming this environment one has a difficult proposition. Not that bad music is confined to mechanical music, and the radio. A large quantity of religious music is cheap and tawdry, and these forces must be considered. How far this bad music is in satisfaction of a wide demand, the excuse given by its purveyors, it is impossible to say. Presumably, if we could create public taste on a higher

level the rubbish would disappear. Probably, the most insidious form of poor musical taste is what we might term "background." Music played while one eats, dances, or watches a film, is described by its sponsors as atmosphere, and it is certainly very common in many households for the radio to be blaring away without anyone taking the slightest notice. It would seem, therefore, that some training in the intelligent use of the gramophone and the radio is an essential part of a child's preparation for adult life. When the radio was in its infancy I had a successful Radio Club composed of children who were fond of music, but had no talent for the School Choir. (Recorders were not then in circulation.) Its activities were as follows—

- (1) Building and repairing of small sets
- (2) Presentation of selected wireless programmes
- (3) Loan of crystal sets (four)
- (4) Lectures from competent adults on some topics connected with radio

To-day the building and repairing activities would not make the same appeal, but there is scope under the other headings. These activities might well be the work of a Radio Group within the School Music Society.

The School Music Guild, or Society, can be a most vital school activity. To be most effective it should embrace a large proportion of the school. Its management should include representatives from all the school music activities, and from each class. Some suggested activities of a School Music Guild are as follows—

- (1) Responsibility for arrangements in every detail of

- (a) School Concerts
- (b) Recruitment for Choir, Percussion and Recorder Bands
- (c) Visits of performers to Festivals
- (2) Organization and Control of Music Library, including repairs .
- (3) Management of School Radio and Gramophone. Details as mentioned under heading Radio Club
- (4) Lectures, debates and competitions in musical subjects (Compositions, etc.)
- (5) Care and arrangement of Music Room
- (6) Preparation of Monographs and "research" in musical subjects for class illustration of diagrams
- (7) Arrangements for Visits to good Concerts and Recitals in the district
- (8) Arrangements for school music at daily Assemblies
- (9) Tuition by the more expert children

A society with such a wide scope will have work for a large number of scholars, and it will be possible to create a large number of offices. This will not only keep the society alive, but will make it a vital force in the school. A Music room is a great asset, and it should be the aim of every school to possess one. A large classroom can be converted, if necessary, and ingenuity will largely overcome the cramped quarters in which some of our elementary schools function.

It would be most unwise not to use the School Music Society on every possible opportunity. In fact our school societies may be the means of breaking down those artificial barriers of "subjects." If the

History for a few weeks is the latter half of the 17th Century, the Music Society could very well prepare a Pepys³ programme, consisting of Recorder works and songs, played or heard by Samuel Pepys, together with readings from his diary and perhaps a little play by the Dramatic Society. Such a programme would probably give the History Class a much greater interest in the "period" than any amount of text book reading.

Tuition by the more expert children to beginners, and those not so skilful can be a useful expedient. Children are often adepts at teaching other children something they have themselves really mastered. In Recorder playing much progress can be made if the more advanced children take one or two pupils from their fellows and coach them in their leisure. I have known excellent trios and quartets be ultimately formed through such activity. There is no reason why this activity should not be practised by pupils of schools where other instruments are played. This work can conveniently be arranged by a Music Society.

A form of musical activity which is very popular is community singing, the general standard of which among adults is extremely poor. Community singing in school has its place, and some instruction can be given to improve the quality of the singing and pieces sung, but much of this will come through a general raising of the level of musical taste. Listening to good music is a practice which we are anxious to foster, and a daily recital, however short, will be a great help. Most schools have a morning assembly, and a few minutes extra spent in hearing a good musical composition given by one of the musical teams (choir, recorders, percussion, gramophone,

piano) will be very helpful. Each item should be repeated several times during a term until it is familiar to all. The hymns sung during assembly can be accompanied by a musical team, and occasionally a descant by the choir will help to improve the interest in the music. The morning assembly should receive careful thought, for it can be one of the most stimulating experiences of the day, for child and staff alike. Too often is this little service a haphazard affair. I have often seen the master in charge having to choose a hymn while the children waited, and heard the children mechanically gabbling the Lord's Prayer.

A school where music is encouraged, and allowed to develop by the children's very active participation cannot fail to produce a large proportion of music lovers who will grow up demanding a higher standard from purveyors of commercialized music.

Further, if we believe in the great happiness derived from the understanding of good music we shall be anxious to give children the opportunities which did not often fall to their parents. Music is of the spirit, and so the greatest power in raising us from the mundane and the sordid. Whichever way one looks at the subject one must be conscious of the tremendous influence of music, and, therefore, desire the best teaching for our future generation.

SECTION III CHAPTER 6

REFERENCES

WORKS QUOTED

THE HANDBOOK OF SUGGESTIONS FOR TEACHERS
Board of Education, London 1937

SAMUEL PEPYS MUSIC BOOK P. M. Young, Leeds 1940

WORKS CONSULTED BUT NOT QUOTED

MUSIC WORK IN THE SCHOOL

H. V. S. Roberts, Cambridge 1937

MUSIC AND THE COMMUNITY

(The Cambridgeshire Report on the Teaching of Music) 1933

MUSIC FOR THE MILLION

Cyril Winn, London 1940

MUSICAL APPRECIATION IN SCHOOLS—

P. A. Scholes, London 1925

INSTRUMENTAL MUSIC IN SCHOOLS—

I. H. Brown, London 1938

MUSIC IN SCHOOLS,

being a Syllabus of Music Teaching prepared by a Committee

appointed by the Middlesex Education Committee

1937

CHAPTER 7

SCIENCE—GEOGRAPHY—HISTORY

The establishment of the Senior School as a result of the Hadow Report came at a time when the Science curriculum of the elementary school was receiving much attention. With such a vast subject having many branches, opinions were many as to which branches of the subject should be tackled. At that time emphasis on the necessity of giving a subject with a practical bias led to the opinion that Science should concern itself solely with such media as electric bells, and water taps and systems. The fallacy that dull boys would respond best to Handwork, and that all subjects could only be approached from this angle, gained a fairly wide adherence. Further, as the schoolmaster found that the Senior Schools were being excessively skimmed of all the cream who went to Secondary, Central, and Junior Technical Schools, he assumed that this angle of approach was most suited to the material with which he had to work. More recently the vexed question of sex teaching has led to the

possibility of Biology being the most suitable Science to teach. A number of teachers with memories of an academic Secondary School Course in Physics and Mechanics have tried to adopt such a course to suit Senior School pupils. Other scientific subjects, such as Hygiene, Gardening, and the need to link these with Science teaching added a further complication in the minds of many teachers.

This preamble, which mentions only a few of the many vacillations through which the teaching in the field of Science has gone, emphasizes, I hope, that the teaching of the subject was, and still is, suffering from the inability to answer the question "Whither?" Much of the futility of Science teaching in the past has come from the type of examinations set. It is quite easy to teach children isolated facts and principles so that their examination answers are sufficient to score high marks, and make a contented examiner. It does not seem to concern many pedants that a child's time and work are valuable.

Whatever curriculum we follow in our Science teaching we can only hope to give children an outline of the wonders of nature, and the discoveries of Science, leaving them to fill in the details throughout life. We shall achieve much if we make our children inquisitive and anxious to pursue further the interest started in school. There is little doubt that improvement would result if L. P. Jacks' strictures on the academic division into subjects and studies were remembered and Science was treated on a broad basis. In the elementary school there is much to be said for Science teaching on the project method on the unit idea, such subjects as the home and/or the garden being very useful. It is also most necessary to show children how all the Science "subjects" fit

into one whole. Thus such studies as Geography, Hygiene, Gardening, and Domestic Science, all have a scientific bias. The correlation between Hygiene and Physical Training, between Gardening and Handwork, makes the subject a most embracing one, and attempts to fit each phase into neat "pigeon holes" are to be deprecated. One can conceive that a school with a Science bias could perhaps equally well give those cultural interests which we so desire our future citizens to have. It is no part of this book to define Science and Art, or attempt to prove that such a division even exists, indeed it is unnecessary, for the two have in this book the same end in view, and whether this end is achieved by a firm conviction via the one or the other is a matter for the individual. Any attempt to regiment and standardize our elementary curriculum would in my view be disastrous. In the end we come back to the same starting point, the teacher, his interests and abilities, and whether he leads through Science to Art, or through Art to Science, does not much matter. What does matter is the quality of his leadership, and the realization of his goal.

As Science is then such a wide embracing study, it will be easily seen that its scope in the curriculum is limited by the short time at its disposal, and that extra-curricular activities are almost essential. A focal or rallying point in scientific pursuits in school might well be either the Garden or the Museum. Most of us have seen School Museums which were mausoleums of decayed matter presented to the school by people who realized that the marine store would give nothing for the specimens : lice-ridden stuffed birds, the disintegrated jawbone of a shark of many generations ago, pressed flowers and leaves in

unrecognizable antiquity, and so on. A school Museum well conceived should hold the interest of every child in a school, and so might either be housed in one room (the Science room) or its sections in the rooms appertaining to its interests. Some sections might be as follows—

Sub-Sections

Natural History	Geography	Biology
History	Art & Crafts	Photography

In this section I shall deal with the Natural History Section, which, properly organized, is a very useful adjunct. The number, variety, and type of the exhibits will vary. The work of looking after the Museum might be one of the duties of the Natural History Society, or the Scientific Society, a most useful activity for any school to possess. Some of the functions of a Natural History Society might be summarized as follows—

- (1) Control of the School Museum
- (2) Care and maintenance of the Aquaria
- (3) Debates and Discussion
- (4) Papers by members on Scientific subjects
- (5) Visits to such local undertakings as Gas, Electricity, Water, Sewage, and to industrial undertakings
- (6) Excursions to collect material
- (7) Co-operation with the Camera Club in scientific photography (cf. Camera Club, *page 72*)
- (8) Preparation of microscope slides, diagrams, and other aids to teaching
- (9) Visits to local museums
- (10) Lectures by Taxidermists, Ornithologists, and Museum Curators, on the preparation of specimens

- (11) Lectures by foreign Travellers on scientific life abroad
- (12) Film shows, or where a Photographic Society runs these, choice of suitable films of scientific interest. For cine cameras there is available a fairly large selection of films, e.g. Plants that capture Insects, and Fishing with Cormorants
- (13) Collection of books for Science Sections of Library

Having given in some detail the Natural History Section of the School Museum, it would not seem to be necessary to give details of all the other sections which could be organized by the School Society connected with each particular branch of study. Many of the activities will be similar in practice, but the media, of course, will be relative to the particular section. For example, the History Section might contain, among other objects (1) old coins (2) arms and armoury of some antiquity (3) small household utensils of the past (4) historical models (5) architectural models (6) miniature models of old utensils and antiques now sold as souvenirs (e.g. brass door knockers, warming pans, etc.) Generally speaking, each section will consist of objects of the past, and examples of the present, on the subject. One might also include the best examples of children's work in various crafts. This will encourage children to do their best work if there is an opportunity for their work to be displayed. This latter is also encouraged by what has come to be known as the *Annual Conversazione*, which can be organized by the School Societies themselves, or by the Museum groups. In schools where there are no Science, Geographical, or Historical Societies there certainly ought

to be a Museum Society which will help to arrange the Museum, and to collect the various objects. Such a Society would have sections corresponding to the divisions of the Museum. In any case, some co-ordinating body ought to exist for its efficient control. The *Annual Conversazione* where every society in the school takes a part can be a memorable function. Various exhibitions of work will be staged by many societies in classrooms, or corners of the hall. The Dramatic Society might put on a little show, the Orchestra can play a few pieces, and the Choir might sing. The Camping Club might give a demonstration. Each *Conversazione* should be different from its predecessors, and every school activity ought to be represented.

The subject of Geography is a fine cultural study, and while it does not usually give a boy a direct means of acquiring a hobby for adult life, it does help him very extensively in his adult life by giving him a knowledge of the world and peoples about him. Thus, as travel used to be considered the necessary completion of a man's education, so in the study of Geography we have the means of imparting to a child a knowledge of the cultural, as well as the commercial, links of his own district with the rest of the country and the world. The subject will help a child in the intelligent use of his leisure as an adult in many ways, some of which might be summarized as follows—

- (1) By building up his personality (through a knowledge of "fellow man," etc.)
- (2) By giving him an interest in the world outside his own parish
- (3) By giving him a desire for travel

- (4) By giving him an interest in "things geographical," e.g. film books

Geography is usually quite a popular subject in school, and a useful co-curricular activity is a Geographical Society. It is surprising how few adult societies are devoted to this pursuit, for interest in travel and exploration is growing, as evinced by the growth in the number of travel agencies, books on travel and exploration, geographical magazines, and travel films. All these latter are means of using leisure wisely, and all can be engendered through the study of Geography.

In large schools where enthusiasm for Geography is held by a fairly substantial number of scholars, a Geographical Society will be a further aid to culture. Some schools will find it more expedient to have a Geographical Section in the Scientific Society. A Geographical Society will have many assignments rather similar to the Natural History Society, but with a bias towards more purely Geographical subjects. Some possible assignments—

- (1) Lectures with lantern and film. A fairly large number of interesting films are available, especially from the publicity re-organization of industrial firms and travel agencies.
- (2) Visits to industrial undertakings ; manufacture, and other aspects generally considered under the heading of Commercial Geography.
- (3) Preparation of relief models, maps, etc. (Possible competitions for same.)
- (4) Collection of a "picture" library of picture postcards of Geographical interest from all parts of the world.
- (5) The adoption of a tramp steamer. Making

of comforts for it, the acknowledgments of which bring in reply interesting souvenirs of no monetary value. Correspondence with captain or an officer.

- (6) Collections of various media which help on interest in the subject, e.g. orange wrappers, match boxes, canned goods labels, and of specimens of industrial and manufacturing processes. (Many firms issue a display collection showing an article in its different stages of development from the elementary material to the finished product, e.g. pen nibs, bricks, cotton goods, paper, mustard, salt. Many firms will give a small sample of their wares in various stages of manufacture if approached tactfully.) Collections of photographs of various stages in manufacturing processes, which most firms will give.
- (7) A survey of a small district in the vicinity.
- (8) Models of Geographical features, e.g. an Eskimo encampment, or a Zulu village. (If not undertaken by the Craft Guild.)
- (9) Monographs on the lives of famous Explorers.
- (10) Geological collections.

The assignments which a Geographical Society can undertake are numerous and varied, and may give many children an absorbing life interest. Much will depend on the enthusiasm of the teacher in the first phase. In many schools it will be found expedient to couple with Geographical studies interest in History, and the result will be a Geographical and Historical Society. The Historical Society is dealt with later, but before we leave the subject of the

Geographical Society, there are one or two observations which I feel I ought to make. The first is that I attach such importance to some of the assignments mentioned that they ought to be attempted in every school, whether it has a Geographical Society or not. Many of these might be attempted by other societies. The visits to industries advocated in the assignments ought certainly to take place, and if not undertaken by any society in particular, it is worth while to form a School Visits and Journeys Society. The picture library might be collected under the ægis of the School Library Committee, and the other useful collections (Sections 6 and 7) by individual scholars. Correspondence (Section 5) might thus be undertaken by the School Correspondence Bureau. It must be emphasized that the division into interests and societies in this book is not intended to be an arbitrary one, but rather that the work of the societies mentioned is worth while whatever form its organization takes.

In Stamp Collecting we have a pursuit which a large number of children practise at some period of their lives. Some continue in adult life, and the hobby becomes a serious life-time pursuit. A far greater percentage lose their interest, and one might wonder why this is so. I am convinced that it is not because the hobby either lacks scope, or is undesirable in any way. Possibly the lack of interest and instructive help of parent and teacher have something to do with it. Despite our indifference most people will agree that the hobby is both instructive and commendable. Very few schools will find any difficulty in founding a Philatelic Club. The reason for its inclusion here is that it seems to follow any discussion of Geographical interest. In fact, it

is possible for a Philatelic Society to develop many of the activities of a Geographical Society. Some of the possible activities of a Philatelic Club are as follows—

- (1) Making of albums
- (2) Collecting for the school album
- (3) Talks or "lecturettes" on
 - (a) The technique of the hobby
 - (b) Current affairs resulting in new issues of stamps
 - (c) The Geography and History stories told by stamps
- (4) Valuations. Valuing of members' collections from current catalogues by a Valuation Officer
- (5) Annual Exhibitions
- (6) Sales of stamps (approval sheets from duplicates)
- (7) Visits to interesting collections in the district
- (8) Collecting of useful books on the subject for the society's section of the library
- (9) Purchase of stamp collectors' periodicals, of which there are four or five
- (10) Liaison with a local adult society
- (11) Running a Stamp Exchange

The Club have many opportunities to make funds, and it is suggested that the following might be some—

- (1) Sale of duplicates obtained from :
 - (a) Membership dues
 - (b) Unsorted parcels which can be purchased from half a crown
 - (c) Free packets given with approval sheets
- (2) Exhibition, entrance charge
- (3) Valuations (which can be paid for with duplicates)
- (4) Stamp Exchange activities

Prizes of stamps might be given for competitions which will give publicity to the society. These suggestions are only an indication of the scope of the Philatelic Club, a most valuable activity.

Hygiene is a science, most necessary for the welfare and happiness of our future generation, and is often associated with Physical Education. Activities for the furthering of interest in Health Education will be discussed in Chapter 8.

History is undoubtedly a cultural subject, and can do much if properly conducted. Unfortunately in the past, as with Science, there has been much confusion as to the aim of the subject. Like the swing of the pendulum, the subject has vacillated (as mentioned previously) between lists of dates, and the vague stories of Villeins and Serfs, of Cavaliers and Roundheads, equally bewildering to the child. Further, as children cannot find out for themselves, as History deals with the past, they have been more dependent on books which in the past have not served them too well. Again, the natural correlation between History and Geography has very rarely been even noted. Probably no subject has been taught in such an "academic" fashion in the elementary school, but of course it is probable that no subject is fitted for this treatment. The short time which is usually devoted to the subject each week in the elementary school is still a further disadvantage.

If properly taught, children will enjoy the History lesson, and will gain much for their adult life.

"The story of things that have happened to human beings in the past is, however, of natural interest for children, if it is presented in a lively, vivid way with due regard to its proper setting in time and place. We can, at least, ensure that they have in their minds

a body of stories of notable events and people pictured against a background which, though it may be incomplete, is yet clear and true so far as it goes. None the less, if History is to be to the child anything more than a succession of interesting stories, the teacher will have to present them in such a way as to help him to realize that 'the world is always changing—and not in a fortuitous way. He can show how a particular event may influence many subsequent events, and he can let his pupil feel that some events are vastly more important than others. It is from his History lessons that the child will come to learn that the present grows out of the past and conditions the future, and that what happens in one community may affect other communities. Thus he will see that the story of England is not an isolated story, but is linked up with that of other parts of the world. In this way, the teacher may arouse in his pupils, through a sense of its significance, a lasting interest in the past and a desire to extend their knowledge of History after they have left school, and he may hope that his teaching at school will lead them later to look on current events in their broader aspects and as affecting the lives and interests of others as well as their own."¹

While History is undoubtedly of great assistance to a child's cultural growth, we are concerned here with how it will help him to spend his leisure wisely in adult life. Summarizing some of the ways, we might instance—

- (1) Interest created which will encourage him to read Historical works in his leisure
- (2) Sufficient enthusiasm to encourage him to join the local Historical and Antiquarian Society

¹ *Handbook of Suggestions*, p. 402, Board of Education.

- (3) To create a desire to visit and benefit by local museums and historical buildings, and to take a keen interest in local history

In adult life, therefore, people interested in History form associations known as Historical and Antiquarian Societies, among whose activities are the visits,² and the encouragement of Historical reading, a library being one of their usual perquisites. In school, if we have sufficient children interested a Historical Society would be helpful, but I much prefer to broaden the basis for children, and make the society at least a Historical and Geographical Society, thus helping on that natural correlation between the two subjects, and also making the usual excursions more interesting. The *Handbook of Suggestions* commends the value of social and local History. With this I agree, and also the need for a Historical section in the School Library. The limited time for History in school will commend ex-curricular activities such as a Historical Society, and Museum activity. Such a society as first mentioned would function on much the same lines as other school societies, except that its special interests would be of course Historical.

With both Historical and Geographical Societies the value of district surveys can hardly be exaggerated. The Geographical Survey will include an investigation into the commercial and industrial life of the district, together with a Geological Survey. The former can be achieved by many interesting assignments, a few of which are—

- (1) Visit by a limited number of scholars to local Railway Goods Yard on several days to list arrival and dispatch of goods

² cf. *Handbook of Suggestions*, p. 415.

- (2) A number of scholars to watch principal road entrances to town or village, noting goods coming in and going out
- (3) Collection of data from local industries as to principal sources of raw materials used, and principal destinations of sales
- (4) Monographs on the work of men and women in the district

The Historical Survey will study the architecture of various periods by examples in the neighbourhood. They will seek the "reason" for many institutions from the History of the neighbourhood. The two surveys (Geographical and Historical) best achieve their purpose when both are undertaken at the same time.³ It is a pity that more instruction is not given in the subject of architecture, for a knowledge would certainly help a man to have an absorbing interest in the things about him. There are many elementary books dealing with the subject in an interesting non-technical manner.⁴ I end this short account of the treatment of the subjects, History and Geography as a permanent interest, by emphasizing the great possibilities of local surveys.

³ Such a survey undertaken by the Middleton Senior School, Leeds, has been printed, and is available.

⁴ Such a book as *Romance of Building*, Walker.

SECTION III CHAPTER 7

REFERENCES

HANDBOOK OF SUGGESTIONS FOR TEACHERS
Board of Education, London 1937

CHAPTER 8

TRAVEL AND CAMPING

The encouraging growth of travel, and the open air life in recent years has already been noted. That such a leisure pursuit should be encouraged during early youth is without question, and much can be done by a school. Some of the means by which a school can help might be summarized as follows—

- (1) Help given by the “ordinary” subjects, e.g.
Geography, History, Nature Study
- (2) Visits by the various school societies
- (3) School Camps, or
- (4) The establishment of a School Journey Society.
- (5) Shows by the School Cinema

Where a school has organized a large number of societies and activities the work of the School Journey Society will be largely that of liaison between the societies, but where there are very few societies it will organize expeditions, and ensure that many “experts” from among the children will be present. Thus efficient photographers, keen historians, and knowledgeable naturalists, will help to make journeys both instructive and interesting. Such a Society will have its usual officers, and in addition it will have—

Leaders and Deputies
Liaison Officers
Equipment Officer and Assistants

Leaders take charge of the excursion, and, having carefully mapped out the excursions beforehand, lead the way. The Liaison Officers are boys

appointed to make contact with the committees of the other school societies, or individual pupils with special interests. Thus, one boy would ask the Historical Society for the presence of a member of their society on a certain journey, or persuade one or more pupils with an interest in local history. If none could come he would ask for details of any historic features which would be encountered on the way. Another Liaison Officer would see the Geographical Society, and so on. The Equipment Officer sees to the primus stove, and other details for the comfort of the society on journeys. I generally took one or two long journeys, staying away for two or three nights. One was usually held during the half term holiday, or at Whitsuntide. A journey would be planned, and some village selected for each night. I generally persuaded some friend with a large car to motor our sleeping bags up to the village. We were very often fortunate enough to persuade the local church to allow us to sleep in the village hall. One of the most useful projects of the Handwork Guild is the making of travel equipment such as sleeping bags.

Such weekends spent in the company of scholars help that spirit of good understanding which is so valuable, and certainly creates the demand for a school camp.

There are two kinds of camps, the short-period camp, generally of one or two weeks duration, or the permanent camp, where members live most weekends in summer. The latter is not usually possible in a school with a small staff, for one or two teachers in residence are necessary. Whether the camp is run by a Camping Club, or the School Journey Society, is of little importance.

To be a success, a school camp needs careful organization and preparation, whether it be a permanent camp or a short-period camp. Activities are essential ; for a camp where one just exists in as lazy a fashion as possible is never a success, especially with young folk full of energy.

It must be noted, however, that while facilities should be provided for various activities, it is expedient to make attendance at them entirely voluntary, so that if children prefer a restful holiday they may have it. Particularly is this the case at a Seaside Camp, where, the weather being suitable, many children will want to swim and sun-bathe.

The organization of the routine of the camp is not a difficult matter. The various school societies should practise their hobbies, the musical folk rehearse camp numbers, and dramatic work can be indulged in with great advantage. Such a play as "Robin Hood," by Alfred Noyes, would make a splendid piece of drama if one is camping near a wood. There are many suitable plays for open-air performance, and the preparation of the few necessary properties makes fine craft work.

The selection of a site is an important detail which should be given careful thought. If the camp is to be a permanent one (i.e. for the summer months) a site within easy distance of the school will have to be chosen, and so the choice will be restricted, but a site should be on a hillside, if possible. An essential to healthy camping is good drainage, and if the slope is very small it is as well to dig a trench about one and a half feet wide and three feet deep, running the way of the slope, all through the camp and some distance beyond. The bottom of this trench should be filled in with stones and broken bricks. Most

landowners will readily agree to this procedure if one promises to replace the soil and turf afterwards, for it helps to drain the field. Before making a place for a fire, it is well to remove the turf (about two square yards), so that when finished the turf can be replaced. Turf will live if carefully placed in a shady spot and watered every few days. A site sheltered from the prevailing winds is preferable. Another advantage is the use of duck-boards, which are almost an essential in a permanent camp, as are camp beds, which could be purchased new for ten shillings (pre-war). Duck-boards are quite easy to make and cost very little. The wire mattress of the camp bed should be kept well greased, or it will rust in a month, or less, if the weather is wet. A wire fence should be fixed round a permanent camp, and a hut will be necessary to lock up various articles when there is no one in camp.

In a short-period camp, many of the details essential in a permanent camp are unnecessary. The choice of a site is just as important, but one usually has more latitude. If a neighbourhood of historic interest is chosen, then the visits to the various places should be arranged beforehand by correspondence. By previously writing, one avoids waste journeys to places closed on certain days, and often receives extra favours. In a short-period camp the routine must be strictly adhered to for the good of the community, and it will be found that much benefit will accrue from boys having to attend to their own beds, laundry, etc., and by the preparation of their own food. Physical activities should be carefully balanced, in the matter of time, with mental activities. Some school camps give far too large a proportion of their time to purely physical pursuits. This

should not be so, for although we can give more time to the pursuit of the physical activities in camp than in school, other activities should not be neglected.

Some of the pursuits one might follow will be lucrative. Handicrafts should be indulged in to a large extent in a permanent camp. In a permanent camp wood huts will be preferable, and in the building of these there is an occupation calling for much ingenuity and useful work. The various amenities of the camp are all valuable handwork exercises, and the making of leather, felt, and other similar articles will all help to make money. A camp wireless set will be an asset, as will also a camp cinematograph. All the various school societies can help in making a school camp a great success and a camp is the poorer without their help. These amenities help in a camp concert. A cinematographic entertainment can be given if suitable premises are available, and the wireless set will be a help if music is being broadcast. A gramophone will also be a useful help to the enjoyment of camp life, as will the School Orchestra. If the camp is not too far from home, one can arrange for the Orchestra to pay a visit on a certain day, or for a certain evening. The same applies to the School Choir. It is surprising what a difference music makes to the school camps. There is no doubt that a school camp gives unrivalled opportunities for the rehearsal of the school musical societies if a sufficient number of each come into camp.

Such a camp (permanent) should be adequately staffed and the work divided up so that each member has some responsibility. A list of officers, both staff and scholars, might be as follows—

	Chief Officer (Camp Director) (<i>Teacher</i>)
Business Manager	Recreational Director
	Camp Supervisor (<i>Teacher</i>)
	Staffs of three principal Assistants to Camp Director—
Business Manager :	Treasurer or Cashier Press Correspondent Handicrafts Salesman
Camp Supervisor :	Housing Superintendents (one scholar to be responsible for one unit tent or hut) Medical Officer Ground Superintendents Transport Superintendents Sanitary Superintendents
Recreational Director :	Responsible for various programmes of activities and correlation of various societies. Secretaries of various school societies—Photographic society, Dramatic society, Handwork society—represented in camp Organizers of crafts Directors of programmes Leaders of excursions in neighbourhood (details to be arranged two or three weeks in advance) Librarian Conductor or leader of camp community singing (camp fire project)

Of course, some of these offices are comparatively trivial, but all help in the efficiency of the camp management.

The work of the Medical Officer should be undertaken by a member of the staff, assisted by one or two assistants from the scholars. A well-equipped first-aid box should be prepared beforehand, and several simple medicines should be purchased. Bandages, lint, picric acid preparations (for burns), a good disinfectant, a good laxative, embrocation, and quinine, or some good medicine for the effects of exposure—all these should be purchased as an emergency measure. The assistants should receive simple instruction, and should be trained in their duties a few weeks before going into camp. Similarly the

Sanitary Officer's should be trained and provided with a supply of some strong good disinfectant.

The Camp Supervisor should visit prospective camp sites a few weeks beforehand, and many sympathetic farmers will give help in the construction and transport for the camp. One should never camp without permission, and, as on all school journeys, one should take out an Accident Insurance Policy. An astute Business Manager will purchase all his supplies at wholesale rate. The Camp Supervisor will be responsible for the comfort of the camp. The Sanitary Officer in his charge should see that the health of the campers is not jeopardized by careless or untidy habits. In the keeping of the "Medical Officer" should be the first-aid box and the disinfectants. In a summer camp frequent spraying will be advantageous. The parts of camp beds, tent poles, etc., touching the floor should be smeared with paraffin to keep insects on the ground. The work of the Sanitary Officer will be to see to all such comforts.

The work of the Recreational Director is most important, and generally it will be found that a teacher with organizing ability will be most suitable. In camp, scholars can be allowed to indulge in their favourite pastime to a degree impossible in school work. Work should, however, be organized in groups. The following are some possible groups—

HANDICRAFTS. Leatherwork, basketry, model construction, needlework, raffia, rug-making, sketching.

A Natural History society will have much opportunity for collecting data and materials. In short, if sufficient members of any school society are present they can function as a unit.

On one afternoon the dramatic group might give

their performance, while another afternoon could be given up to a camp athletic day. The cooks and some other officials will have to have their own time table, but if the work is spread out, it will give good training to the camp members and make light the work of the officials. For meal times, trestle tables will be found handy, and these can be made in school.

One feature which must not be neglected is the library. A small but carefully chosen library should never be forgotten. Books inspiring a love of the open air should be the main type. There should also be one or two books on each craft which it is proposed to take, so that scholars can find out for themselves new methods and new projects.

Thus a school camp can be a community which might mirror our future society where unselfish people live and work together in a healthy atmosphere. The camp project, whether a permanent camp or an annual camp of short duration, might well be a focal point round which many of the other school activities could be built.

CHAPTER 9

PHYSICAL ACTIVITIES

The attention given to Physical Training in elementary schools of recent years has been considerable. The question one must ask is whether all this activity is directed to the most useful ends. Probably one criticism is that the Physical Activities taken in school are not likely to be followed by a large number after school life is over. It is not to be expected that all Physical Education could or should be arranged so as to cater directly for adult

life. It has to be suited to the child's age and physical development, and has, as its primary aim, a child's physical development. Still, I think it is possible in the Senior School, to give a child a liking for, and a certain proficiency in, physical pursuits likely to be practised in adult life. To this end, such a game as tennis, and a pursuit such as walking or cycling might have a place in the scheme of things. I am not convinced that concentration on one game such as football for boys is altogether desirable. If the net result is to make twenty-two boys (usual two teams) amateur footballers, out of a school of 250, and 228 boys mere football fans, with no physical pursuit in adult life, it is doubtful whether we have really achieved much.

In the encouragement and help which can be given to scholars in such pursuits as walking and cycling, a school society, or club, is essential. So it is to ex-curricular activity that one must look for help in this direction, but a walk taken only for the sake of the exercise is not likely to appeal to many people, particularly young people. We find, happily, that many other interests can stimulate this physical activity, and these excursions are mentioned in a large number of other societies. One might, however, mention here that if the excuse for the excursion is Photography, History, or Nature Study, a stimulating guide who can point out features of say, Natural History to a Geographical Society is doing a fine piece of liaison work, much to be commended; for we should aim at making a child a keen observer of all things, so making walking a desired pursuit even when he is not practising his hobby. Similarly in Gardening we have a hobby which will give a man physical exercise as well.

One physical pursuit among the many now practised which has great capabilities, and is probably receiving less attention than others, owing to lack of facilities, is that of swimming. This is a pursuit which a person can follow the whole of his active life, and is one which gives exercise to every part of the body. Much is being done, but much more might be done. One of the difficulties in having a Swimming Club is that one would like to see every child in the school a member, and it will often be impracticable, not to say undesirable, for a large school to visit a small swimming bath all at once. Despite this, the cameraderie of a Club will make its establishment an added incentive to the practice of regular swimming. It should not replace regular class swimming lessons, but supplement them, and it may be expedient to have a Junior and Senior Club. Every school should have its own Swimming Gala, and schools in a district ought to have, in addition, a combined Swimming Gala.

A School Life Saving Club gives a popular slant to swimming activities, and may be in lieu of, or in addition to, a Swimming Club. In connection with this activity the examinations and awards of the Royal Life Saving Society are an added incentive to membership. These awards, three in number, are as follows—

Proficiency Certificate, minimum age limit of 12 years

Bronze Medallion, " " 14 "

Award of Merit, " " 16 "

The Award of Merit is not open to elementary school children at the present time, but is a *raison d'être* for the Life Saving Club continuing its activities in post-school years, and will be mentioned in Section VI.

The Swimming, or Life Saving Club, although usually limited by arrangements with the local bath's officials to one period a week, can have another period of land drill in the school hall. The swimming activities of a school child might be summarized as follows—

- (1) The weekly lesson at the baths
- (2) An extra visit as a member of the Swimming Club
- (3) Land Drill
- (4) Lectures and debates
- (5) The School Gala and the Local Schools' Gala

The Swimming or Life Saving Club, therefore, organizes (2)–(5) as part of its activities, while in addition it might arrange for the purchase and re-sale of distinctive school or swimming costumes and badges. It will have the usual officers, and might in addition have Group Leaders, unselfish boys or girls of ability, who would help in the coaching of young beginners. The House System will in addition call for Captains and Vice-Captains.

If by the ordinary Physical Training Lessons we are building up a child's physique, the child needs extra opportunities to apply such training, and while every school has its annual Sports Day, some definite training must be given in running, hurdling, and the various types of races. Unfortunately, many of our children never have the opportunity to do much on the Sports Day, which is usually a "show day" for parents and friends, and is inevitably limited in large schools to a limited number of children. The School Sports Day is such a common event, however, that to describe such an event is superfluous.

To encourage a larger number of children, several

preliminary sectional field days should be run. In these preliminary Sports Days emphasis should be placed on standard of performance instead of place. Thus all scholars who reach an agreed standard could at least be given a point for their house. This standard would vary with different ages, but for each type of race a maximum time would have to be fixed for its completion.

Good health is our primary aim, implied by building a good physique, and it is in the co-ordination between Hygiene and Physical Training that little is being done generally, although neither pursuit can be effective without this co-ordination. Hygiene lessons will usually be given in school, and generally one finds they are rather dull affairs. It is in the co-ordination of these two pursuits, however, that a Good Health Society is most useful, and one should aim at one hundred per cent membership. The title can be varied to suit the type of scholars one is dealing with, but its activities will be the same. I organized one such society in a school where we had some rather pampered children, and where our average attendance was low, owing to children's staying away from school for such inadequate reasons as bad weather, headaches, etc. The Society was started, therefore, on a utilitarian basis, and achieved results which were very commendable.

The work of this co-curricular activity might be summarized as follows—

Arrangements for—

- (a) Extra daily "Keep Fit" exercises (15 minutes). School taken by members in turn
- (b) Monitorial duties at Dental and Medical inspections

- (c) Morning and evening runs in the district
- (d) Care of equipment
- (e) Dances

The officers of a Good Health Society might include in addition to the usual officers, a school Medical Officer, Dental Officer, and Sanitary Officers. These officers might be changed from time to time to give experience to as many children as possible. The officers act as monitors when the Doctor or Dentist visits the school. They obtain, and distribute, such leaflets as are given by the Dental Associations.

In the Society which I organized the Sanitary Officers saw to it that every boy came to school clean, and encouraged cleanly habits. We had these officers in every class, and a record was kept of the offenders. Boys who had a perfect record for one year were called Fellows of the Society, boys with two years clean record were called Councillors. The system certainly stimulated interest in health and cleanliness.

A School Sports Club would include all Physical Activities, such as a Swimming Club, Football, Hockey, Cricket, and Tennis Clubs, while the extra daily "Keep Fit" exercises might be taken by either of the two (i.e. the Good Health Society, or the School Sports Club). Cycling, which might be encouraged, can be taken as an activity by the Sports Club, but I have generally encouraged this activity through the School Journey and Visits Society described in Chapter 8.

So far very little has been said about the actual Physical Training Lesson, for this is in a very satisfactory condition. The publications by the Board of Education on this subject, their carefully prepared tables of exercises, and the large establishment of

local Physical Training Organizers have done much. The fact, too, that Physical Training is a compulsory subject at all Training Colleges, which means that every teacher in the elementary schools has had some training in the subject, cannot be ignored. The one criticism I would make is that to be of real service, daily practice is necessary, and this is very often not done in the Senior School. This can be remedied by the suggestion mentioned as an assignment for the Good Health Society.

Folk Dancing is a pursuit in some schools, and there is much to be said for continuing traditions in districts where adult Folk Dancing is still carried on. There is no doubt, too, that there is some value in the creation of a graceful carriage, which we seek in the Infant and Junior School through Rhythemics and Eurythmics. As a secondary lesson in the Physical Training lesson, too, Folk Dancing might be useful, as also in the preliminary training to Ballroom Dancing. In the latter activity our elementary schools are generally most neglectful. Ballroom Dancing is a very much coveted social acquisition with young people, and a healthy pursuit to be commended when conducted under desirable conditions. Much can be done by training in school to raise the standard of this social activity. In the winter season, a weekly school dance would be a useful expedient, and training given at school, most probably out of school hours, should be the privilege of every Senior School child.

I should like to see every boy and girl with the knowledge, liking, and reasonable skill of some adult Physical Activity before leaving school. This is admittedly a problem, and involves the question of games and social status in England. I believe the

“democratising” of many of our games is fast approaching, when the problem of giving everyone a physical interest will be easier. The establishment of Municipal Golf Courses is a step in the right direction, and before long it will be possible to interest some children in this game, who are not interested in Cricket, Football, and Hockey. Tennis is another game which might be taught widely. One hopes that the future will remedy some of the criticisms mentioned in this chapter, and that our future citizens will have at least one Physical Activity which they enjoy when they reach adult life.

NOTE ON QUIET GAMES

There are many minor pursuits, mentally stimulating, which might be encouraged in school. It will be argued that children learn these pursuits without help from school, but in adult life the number of people who indulge is comparatively small.

Among the most common are what we might term Quiet Games (e.g. Chess, Draughts, Dominoes, Lexicon). The last mentioned game is a definite help to vocabulary, and so might be allowed to those scholars in the English lesson who have finished their work.

I think in each classroom there ought to be a set of approved games for odd moments, and as occasional “treats”. By approved games I mean those which provide a mental stimulus, and are not “suspect”.

I have had the experience of a Quiet Games Club in the Welfare Centre mentioned before. Competitions were organized, and quite a number of expert chess players emerged. Matches with other Chess Clubs in the district proved helpful.

There are some other leisure pursuits which adults practise, and which might be termed stimulating. Obviously there is a limit to the number of activities which a child can practise during childhood, and it is the task of the teacher to select both the number and type of pursuits which it is expedient to encourage.

SECTION IV

THE PREPARATORY WORK IN THE JUNIOR SCHOOL

The child of Junior School years, particularly of the early years, would not perhaps at first seem capable of acquiring any knowledge, giving him a sustained interest, or pursuit, in adolescent or adult life. It is perhaps true that the child in his early school life is not a very social being, and it is of course undoubtedly true that the Senior School is the place where most can be done to give him the skill and interests which will help him to a wise use of leisure. In the Junior School, and even in the Infant School, however, much can be done to prepare the way for effective education for leisure in the Senior School.

One of the most effective aids which a Junior School teacher can give in this cause is in the awakening of the child to the things around him. Children in the upper classes of the Junior School on walks and rambles can become, through wise instruction, enthusiasts in walking, nature study, history (observation of historical objects) and other subjects. Further, if one boy, or even the teacher, takes a camera, one can create a few enthusiasts who will probably ask for a camera as their next present. It is not difficult to see many interests which can be fostered by the teacher taking Junior School children on a ramble occasionally.

As children progress in the Junior School they begin collecting things. They begin collecting stamps for example, and the teacher can do much to

encourage this. Some children will collect the nucleus of what we would term a small museum. In many ways, therefore, a young pupil will start hobbies in the Junior School which are likely to interest him the whole of his life, and a sympathetic interest by the teacher can do much to encourage and foster those interests. I would suggest that even in the Junior School each child might usefully have an hour or two a week in school to "show off" his hobbies, and to do some work on them if he so desires.

"A characteristic of children during this period which may be utilized by teachers in promoting social as well as intellectual development is the tendency to collect things. Teachers should see that there are suitable opportunities for the expression of this tendency."¹

Teachers in Senior Schools often say that they cannot obtain the interest of their pupils in mime. The teacher excuses this on the ground that children of that age (11-14) are very shy and self-conscious. This may be, but I suspect that the answer is more correctly that the children are not anxious to try something so entirely new and foreign to them. If mime is taken in the Infant School, and throughout the Junior School, children will reach a high stage of efficiency in the Senior School, and the result will show itself in the Dramatic work. This example is only one of many which one could use to illustrate this point. The truth is that every subject and branch of a subject which in the Senior School furthers education for leisure requires very careful handling in the Junior School. While it is not usual, it is possible for a child to gain such a dislike for a

¹ *Handbook of Suggestions*, p. 106.

subject in the Junior School, that any effort made in the Senior School is doomed to failure.

A further way in which the Junior School can help is that while ensuring as far as possible that the pupils overcome the drudgery and essential memory work associated with the first steps of any branch of knowledge, they nevertheless are allowed to develop, and have experience of the Humanities and things creative and cultural. Thus, the elementary grammar of music, spelling, and other essential details can be so mastered as to enable rapid progress to be made in the Senior School. This observation might seem unnecessary, but the work of the Senior School is often hampered in subjects which we term "cultural," because of the emphasis placed on coaching for the scholarship examination, which often means that Music, Literature, Drama and Handwork, are neglected in the Junior School.

In the top class of the Junior School the scholars are often ready for practising the team spirit. The subject of Physical Training gives a good chance throughout the Junior School for the encouragement of the team spirit, which should be achieved by Standard IV.

It is probable that the Junior School has not of recent years had the same thought and attention as the Senior School and the Infant School. Very often the old premises left behind by the new Senior School have to do service for the Junior School, and there is room for research into the problem of curriculum, which will be a more effective help to the Senior School, and to the subject of Education for Leisure than an active preparation for the Secondary School.

One of the features tending towards social activities in later school life is the growing reaction (through-

out the Junior School) to the opinions and counsel of others. The wise teacher recognizes this and encourages it, thus laying the foundations for social conduct, and the pleasurable delight of the child in the society of his fellows. Take this a step further, and give children worthy common interests and one has the necessary factors for training in the wise use of leisure.

“As the junior child passes up through his school he shows signs of a growing recognition of the fact that he is a member of a group which he must consider as of equal importance with himself. He appeals less and less frequently to the authority of the teacher against his class-mates, and he is less and less inclined to give quick expression to every feeling of resentment which a check to his aggressiveness may arouse. The opinions of his fellows begin to carry weight.”²

² *Handbook of Suggestions, pp. 105-6.*

SECTION IV REFERENCES

HANDBOOK OF SUGGESTIONS FOR TEACHERS

Board of Education, 1937

SECTION V

A BRIEF DESCRIPTION OF THE WORK AMONG YOUTH BY VOLUNTARY AGENCIES. HOW MUCH ENTHUSIASM WHICH IS LOST DURING ADOLESCENCE MIGHT BE SUSTAINED

The number and variety of organizations for young people in this country is very great, although their distribution is very spasmodic. They have made their mark on our social organization with varying success, and although one should first pay tribute to the thousands of devoted men and women who have given, and are giving of their best voluntarily in the service of youth, one must, even at the risk of seeming churlish, state that there is much waste of effort and great lack of co-ordination. Further, there are vast spaces in our organization which means that a large proportion of our youth are not attached to any organization. Again, the failure of so many voluntary organizations to hold the larger number of their members after sixteen years of age shows that they have great limitations. Among the chief causes for their failure are the following—

- (1) The indifferent quality of their leaders
- (2) The narrow field of activity which
 - (a) Fails to interest a membership with varied talents
 - (b) Does not expand with the growth in years of its members
- (3) Lack of finance, proper premises and equipment
- (4) Failure to compete with commercialized amusements

With regard to the quality of leadership, this is a most difficult problem, for willingness is not in itself sufficient. The public have not been made fully aware of the vital necessity of youth organizations. The professional or educated classes, from whose ranks one might recruit good leaders, are seldom approached. To remedy this some such body as the Board of Education might appoint liaison officers in each district to give advice to the various youth movements in the area, and to enlist the help of the better educated adults in the area.

There are very few activities for adolescents of both sexes, which I personally think is a great mistake. This was one of the good points about the Church and Chapel Youth Activities, which were in their heyday in the early years of this century. It is at once admitted that the mixed club calls for a greater quality of leadership, and organization, but we have to face the fact that as young people grow older they increasingly seek the company of the opposite sex. It is far better that they should meet in the wholesome atmosphere of a well organized society, and have the opportunity of learning the meaning of real comradeship in creative leisure activities rather than make casual acquaintances in the street. Among the few such organizations outside the church organizations are the Welfare Centres, which are usually helped by the Local Education Committee. The Local Education Committee granted £300 per annum for three such Centres in one town. They also lent free of all charges, the use of three schools. Each evening opened with half an hour's dancing, and finished with this. At first the dancing was the attraction, but soon members became interested in other pursuits.

Space forbids a detailed description, but experience has given me much confidence in the possibilities of such Centres, particularly if they are given premises of their own, as school premises (particularly Junior School) are not the most suitable. It is noted that some other voluntary organizations recognize this need for the opportunity of mixed meetings, and the Y.W.C.A., and other organizations, arrange open evenings for girls to bring boy friends. This, however, in my opinion, is not quite the same thing.

The following are the principal voluntary organizations for boys—

Name	Number of Clubs	Total Member- ship	Members 14-18	Main Activities	Extra Activities
Boy Scouts	—	443,000	85,900	Phys. Train., Games, Out- door Activities	Many skills
Boys' Clubs	1,450	126,500	76,000	Phys. Train., Games	Drama, Music, Crafts
Boys' Brigade	—	165,000	67,800	Phys. Train., Games	
Church Lads' Brigade	—	—	7,250	Camping	
Brit. Nat. Cadet Assoc.	180	22,000	18,000		

These figures might seem formidable, but in actual fact they are very small. The Boys' Club percentages for the principal centres are as follows—

	Percentages of Boys 14-18
Yorkshire	.. 0.67
Leicestershire	.. 0.13
Staffordshire	.. 1.45
Birmingham	.. 5.76
Leeds ..	.. 0.38
Liverpool	.. 5.17
Manchester	.. 7.31
Sheffield ..	.. 0.51
Glasgow ..	.. 0.64

It will be noted that the majority of these organizations stress physical activity. Again, most of the activities not mentioned are Sports Clubs (Football, Cricket, etc.). Now while these skills are necessary and admirable in themselves, they serve mainly the ends of youth. Very few members are given much to satisfy life interests, and further there must be many young workers whose occupations make physical exercise tiring in the evenings, and so they gradually fall out of the society. Of the other activities such as the various skills and hobbies fostered by the award of badges in the scouts, while admirable for boys 14-15, they rarely advance sufficiently to become a life hobby. In the Boys' Clubs, Dramatics and Handicrafts are receiving increasing attention, but at present they suffer from a lack of skilled leadership.

The Local Education Authorities are empowered to grant trained instructors and recover grant cost from the Government if certain routine details, (time, place and sufficient members) are observed. Clubs seem very reluctant to avail themselves of this facility. The principal reasons for their reluctance might be stated as—

- (1) Difficulties of rooms
- (2) The fact that only occasionally do school-masters make good "club" workers, for the atmosphere of the "old-fashioned" classroom is fatal to the club

" It may be unwise, as a general rule, to press the service of the school teacher as leader of a club, since it is difficult for her to leave behind her completely the atmosphere of the schoolroom. But her expert knowledge of particular subjects is an invaluable aid

to the club leader aiming at a high standard in her educational and recreational classes."

While one hesitates to suggest more detail to what is perhaps a crowded curriculum it might be possible for Training Colleges and University Departments to arrange some lectures on the work of Boys' Clubs, and similar organizations, indicating methods of approach and possible activities in such clubs. Again, students might be given the opportunity of visiting clubs, and perhaps giving a hand for a period during, say, one evening per week. At present, very few Colleges give their students any guidance in Evening School work, despite the fact that a large number take up evening teaching. All our Universities and Colleges could give some help by interesting students in the work of youth organizations.

The principal organizations for girls might be summarized as follows—

Name	Number of Clubs	Membership Total	14-18 years	Main Activities	Other Activities
Girl Guides	—	252,463	41,000	Phys. Train., Games	Many minor skills
Girls' Life Brigade	—	38,500	6,210	Phys. Train., Games, Camp., Housecraft, Nursing and First Aid	Sewing
Girls' Guildry	475	24,100	5,367	As above	Singing
Brit. Camp	45	1,660	450	Like Girl Guides, but with more ritual	
Fire Girls					
G.F.S.	21,178	70,000	19,500		
Y.W.C.A.	—	34,000	12,000		
Christian Alliance of Women & Girls		12,000	3,000		

The Girls' Friendly Society is an Anglican Church body, and the Christian Alliance is an Evangelical Society which broke away from the Y.W.C.A., condemning such activities as were termed secular

amusements, i.e. Dancing, Theatricals, Card Playing and Smoking. One must respect their sincerity, but the Alliance is hardly likely to appeal to large numbers of girls. Both the Y.W.C.A. and the G.F.S. provide hostels for girls away from home. Both run Girl Guides and Ranger companies, and the atmosphere of both is usually very wholesome.

There are many organizations which one might term auxiliary organizations since they provide facilities for the practice of many beneficial pursuits. The growth of the Youth Hostels Association is an encouraging sign (membership 80,000 ; 70 per cent under 25 years of age), and the encouragement they have given to travel in this country by the provision of cheap hostel facilities is worthy of high commendation. Some other organizations such as the Young Farmers' Clubs help young people in the special interests to which they are devoted.

Often they are so narrow in conception that they only give young people very limited help in developing life interests. Many political and religious organizations for youth are not primarily concerned with the all round development of youth, but rather in the inculcating of certain ideals (e.g. League of Nations Unions), any other interests being merely accidental, or part of the scheme to sustain interest. Some religious societies are on a fairly broad basis, and are valuable (e.g. Wesley Guilds), but are at most only "one night per week" affairs, and are not in themselves sufficient.

Social activities in school, which so many educationalists now advocate, have often seemed to many observers as ineffectual owing to the lack of opportunities for practising the pursuits learned in school when schooldays are over. There is little doubt that

the provision of the intelligent use of leisure for young people between the ages of 14-21 has been the weakest link in our social structure.

Such praiseworthy efforts as the Boy Scouts have found increasing difficulty in holding boys' allegiance after 14 years of age. Our Junior Evening Institutes, which are often mere retail shops for knowledge, catering for such examinations as are sponsored by the Royal Society of Arts, and the Union of Lancashire and Cheshire Institutes, do not attract ten per cent of our young people between the ages of 14-16. Even these elementary examinations are not held in any high repute by employers. Quite a large proportion of the members do not attend voluntarily, parental pressure, a desire to go out in the evenings, and occasionally pressure from employers, account for a very large percentage of the small numbers attending.

One must admit that in these days of mass production there is very little need for boys or girls who are not ambitious to attend Evening School ; they will very quickly learn all they need for their work, at work. The boys who are really ambitious will seek the means of further education, and will attend the Technical College. Compulsory attendance is of very dubious value. One of the questions which naturally occurs in a survey of the subject of organizations for the prosecution of worthy leisure pursuits is that of the place of our present Evening Institutes. Our Junior Evening Institutes ought certainly to broaden the basis of their curriculum, and include social activities as well as mere academic studies. The usual type of Junior Evening Institute has no "esprit de corps," but is constituted solely for the purpose previously mentioned (Examinations),

and neglects entirely the social claims of its members at a time when they are most conscious of them.

The method by which we are to create intelligent leisure interests in school has been indicated, but the question as to how to bridge the gulf between school age and adult life cannot be solved by palliative half measures. Further complications ensue with the establishment of such corps as the Air Training Corps, which it is hoped will not be purely martial in tone as is demanded by the War. The attraction of the uniform will probably appeal to a large number of youths, but it will not alone be sufficient to hold their interest for a long period, and it is hoped that when Peace comes, included in their professional studies will be opportunities and encouragement for the cultural arts of peace.

My own experience has made me doubt whether any one type of post school society will achieve one hundred per cent success. This is not to suggest that the present voluntary societies are the only possible means, or that the suggestion of a school as the cultural home of a district is not capable of great achievement. I believe the idea of the school as a cultural centre is capable of much success, particularly in the rural, semi-rural, and suburban districts of large towns. In large cities, and the cosmopolitan poorer areas of those cities, the school is much less likely to secure the adherence of its members in post school activities. The greatest success will be made in communities which are more or less self-contained, and not in the purely residential districts where adults travel to some nearby city to work.

The suggestion of the school as a "cultural centre" for the community has something akin to the village Colleges of Cambridgeshire, and the more active

type of Old Students' Associations. Briefly, the suggestion is that the day school shall be open in the evenings, when the former pupils welded into an organization such as an Old Scholars' Society have the opportunity through various groups to practise the hobbies and interests which interested them during schooldays. It might be expedient to have a Junior Division (14-18), and a Senior Division (18 onwards). So the activities and societies of school life will never cease. The various interests will have to grow, and probably alter in their approach. Ultimately, these young people will become adults, and many of them will become parents of children who will attend their old school. Thus in its adult activities our Society will unite Parents and Old Scholars to make an effective body with a "cultural" home. This contact with the school, and the training given there, will never be broken. This is one part-solution.

Another effective means of keeping alive various interests fostered in school would be by the creation of Junior Divisions to existing societies, and by the creating of new societies in a district. So very few Amateur Dramatic Societies, Adult Choirs, Athletic Clubs, and the like, welcome young people under 21 years of age, that it is not surprising that the adult societies often have difficulties in obtaining members. By the time a child becomes 21 he has most probably lost all interest in his school societies, if during the seven years which have elapsed he has had no practice. I would suggest, therefore, that it would be worth while for, say, a music master to convince the local choirs that a Junior Division of their choirs would be advantageous. So effective liaison with various adult societies in a neighbourhood might give ex-pupils a chance to practise their school

hobby. Where there are no corresponding adult societies, societies must be created. Thus where there is no local Camera Club in a district, but an enthusiastic club in school, the time will come when the enthusiasts leave school and have no club to join. It may be that the teacher helping with the Camera Club in school has not the leisure to help to run an Old Scholars' Club. It is very rarely that no one in a district is interested in photography, and if the teacher in charge of the Camera Club wishes the activity to continue, he will persuade some interested adults to help. Perhaps the school Camera Club will lend its room on one or more evenings per week.

Voluntary Societies have done much in the past, and are still trying to help people to enjoy profitable leisure, but they have their limitations, and if we are going to make full use of them, most would profit by an impartial survey into their activities, and research, by competent people, with a view to making them more effective. At present there is much snobbery, and cliques among them, which prevents serious work being undertaken. Thus Boys' Clubs are often regarded as the province of the poor boy, while the Y.M.C.A. and Y.W.C.A. are very often limited in their membership to the middle classes. Efforts have been made in such activities as the Duke of York's Camp to bring together for their mutual benefit, boys from public schools and the working class. This only happened for a fortnight each year.

It is noteworthy that some Associations of Clubs and Societies such as the National Association of Boys' Clubs, the National Council of Girls' Clubs, and the British Drama League, have seen the need for further education, and have provided Summer Schools for leaders. The first two mentioned have

recently appointed Organisers in various parts of the country, and the Boys' Clubs have shown a great improvement in recent years. Handicrafts, Dramatics and Music are now fairly common features, whereas, formerly, a billiard table, and a few questionable games were often the sole activities of the members.

One suggestion made early in this chapter, as an aid to the more effective prosecution of intelligent leisure pursuits, was the use of the school by adolescents and adults who claim some relation with the school. Taking this further, and incorporating the best of our voluntary societies, we might create Institutes of Leisure on similar lines to the Institute of that name planned for Wigan by its late Director of Education.¹ In a central building, which, of course, is the better for having been built for the purpose, are housed all these activities which are of paramount importance in the prosecution of worthy leisure occupations. Thus would be housed such societies as are run in the schools with the classes one associates with the Adult Evening Institute, together with such voluntary bodies as Scouts, Guides, W.E.A. Classes, and meetings of Physical Culture and Travel Clubs.

Thus one might in each locality have an Institute for Leisure, which no doubt in small communities would have to be housed for many years in the village school. Such Institutes would have a great chance of birth and development through the Old Scholars' Associations of Schools.

SECTION V BOOKS CONSULTED

YOUTH AND LEISURE Madeline Rooff, B.A., Edinburgh 1935

THE EMPLOYMENT OF LEISURE L. R. Missen, Exeter 1935

THE YOUNG DELINQUENT C. Burt, London 1927

¹ L. R. Missen, Esq., M.A., now Education Officer, East Suffolk.

INDEX

- Abridgments, 95
- Academic Subjects, 11
- Accuracy, 15
- Adaptability, 15
- Advertisements, 30
- Annual Conversazione, 122
- Arithmetic, 12
- Art, 62, 120
- Art and Crafts Guild, 55, 121
- Beauty, 15
- Biology, 119, 121
- Bookbinding, 51, 61, 62
- Boys' Club, 79, 154
- Boy Scouts, 154
- Camera Clubs, 73, 121
- Camping, 123, 132-139
- Choirs, 35, 103, 110
- Cinema, 23
- Citizenship, 41
- Classics, 96
- Club Magazine, 81
- Communal Life, 10
- Community Singing, 116
- Compensation, 16
- Concerts, 57, 58, 108
- Conversation, 31
- Correspondence Bureau, 85-87
- Crafts (*see* Handicrafts), 54, 56
- Craftsmanship, Decay of, 10
- Cricket, 32
- Cultural Community, 19
- " Pursuits, 17, 18
- Cycling, 27
- Dances, 144
- Domestic Craft or Science, 58, 59, 120
- Drama, 34, 155
- Dramatic Composition, 99
- " Method, 91, 99
- " Society, 99, 134, 138
- Drawing, 53
- Elocution, 101
- Entertainment, 39
- Eurythmics, 145
- Evening Institutes, 158
- Festivals, 110
- Finance, 45
- Folk Dancing, 145
- Football, 31, 32, 140
- Football Pools, 25
- Gambling, 24
- Games, 36
- Gardening, 31, 33, 65-72, 119, 120
- Geographical Society, 124-126, 140
- Geography, 13, 85, 120, 123
- Hadow Report, 118
- Handicrafts, 56, 138
- Handwork, 150
- Handwork Guild, 133
- Hellenic Education, 14
- Hiking, 33
- Historical Society, 122, 125
- History, 13, 116, 122, 128-131
- Home Arts, 55
- Housing Estates, 33
- Hygiene, 119, 120, 143
- Individuality, 10
- Language, 83
- Lantern, 124
- Letter Writing, 85
- Libraries, 28, 93, 94
- Little Theatres, 102
- Listening (Radio), 36
- Magazine, 88-91
- Manual Training, 50
- Mechanical Skill, 50
- Mechanics, 119
- Mechanization of Industry, 10
- Methods of Teaching, 12-13
- Model Engineering, 55
- Model Making, 55
- Museum, 120
- Museum Society, 123
- Music, 105-117, 150
- Music and Drama League, 102
- Music Festivals, 110
- Music Guild or Society, 114-115
- Music Organizers, 107
- Musical Compositions, 113
- " Library, 102
- " Taste, 114
- Natural History, 121, 138, 140
- Needlework, 60
- Officials, 46, 110
- Old Scholars' Association, 52, 61, 82
- "Open" Session, 44
- Orchestras, 35, 103, 112

INDEX—*continued*

- Percussion, 108
- " Band, 111
- Pets, 76
- Philatelic Club, 126-127
- Photography, 35, 38, 73-75, 121, 140
- Physical Activities, 139-146
 - Culture, 32, 120
 - Physics, 119
 - Piano Instruction, 106
 - Play, 17
 - " Writing, 99
 - Pottery, 52, 63
 - Press, 78-82
 - Printing, 78-79
 - Pseudo-Crafts, 50
 - Psychological Aspect, 15
 - Public House, 21
 - Publicity, 42
 - Quiet Games, 146
 - Radio, 113
 - Club, 114
 - Readers' Guild, 92-93
 - Reading Books, 95
 - Receptivity of Mind, 15
 - Recitation, 101
 - Recorders, 108, 111-113
 - Records, 42
 - Resourcefulness, 15
 - Responsibility, 42
 - Rugby Football, 32
 - School Buildings, 46
 - " Essential Function of, 9
 - " Journeys, 126
 - " Magazine, 88-91
 - " Meals, 45
 - School Museum, 120
 - " Music and Drama Leagues, 102
 - " Music Guild, 114
 - " Societies, 11, 18, 38
 - " Officers, 46, 110
 - Science, 119-120
 - Sociability, 22
 - Social Qualities, 10
 - Song Teaching, 107
 - Speech, 84
 - " Training, 96, 97, 101
 - Sport, 31
 - Sports Day, 142, 143
 - Stamp Collecting, 126-127
 - Sunday Schools, 102
 - Surveys, 125
 - Teacher's Part, 51
 - Teacher Training, 19
 - Technical College, 52
 - Travel, 123, 132-139
 - Uses of Leisure, 21
 - Utilitarian Subjects, 12, 17, 18
 - Valuations, 127
 - Verse-Making, 98
 - Visits, 124
 - Vocational Education, 14
 - Voluntary Agencies, 152-163
 - Walking, 27
 - Whole Man, The, 12
 - Woodwork, 50, 60
 - Young Farmers' Clubs, 76
 - Youth Hostels, 27, 157